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ABSTRACT

This book reports the results of the third national survey commissioned by the National Career Development Association and the National Occupational Information Coordinating Committee conducted by The Gallup Organization on the career preparation of adults age 18 and older. Interviews were conducted with 471 males and 575 females of whom 348 males and 365 females were employed. The racial composition was 85.4% white, 10.2% black, and 3.4% other. Of the persons surveyed, 16.4% were 18-25 years, 33.1% were 26-40 years, 22.5% were 41-55 years, 13.1% were 56-65 years, and 13.7% were 66 and older; 21.8% were college graduates and 14.4% did not graduate from high school. The goal of the monograph is to highlight the need for expansion and improvement of career development practices. Major findings indicate that adults believe high schools are not doing enough to help students develop job skills, plan careers, and find employment. Results suggest that youth need information and help in career planning, and would benefit from increased use of counselor's services. It also appears that there is a need for greater employer involvement in aiding persons in their career development. Part 1 introduces the survey, summarizes key findings, and discusses some implications relating to work and education. Part 2 provides in-depth analysis of survey data and implications for career development and educational reform. Differences in career development due to the following factors are examined: level of education; gender; race; and age. Four appendices, which account for over half the publication, are: (1) sample design; (2) survey questions; (3) sample composition; and (4) detailed findings. Contains numerous tables. (JBJ)

ED 387 741

# Learning to Work: The NCDA Gallup Survey

Kenneth B. Hoyt
Juliette N. Lester

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*Founded in 1913 as the National Vocational Guidance Association*

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# Learning to Work: The NCDA Gallup Survey

National Career Development Association

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—NCDA Board of Directors, April 1994—

# Learning to Work: The NCDA Gallup Survey

Kenneth B. Hoyt
and
Juliette N. Lester

National Career Development Association
Alexandria, Virginia

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# Foreword

The mission of the National Career Development Association is to facilitate the career development of all individuals across the life span. This includes aiding our citizens in planning and preparing for their entrance into the workplace. This preparation has become more difficult and demanding due to challenges from the global economy and the related need for increased technical skills and knowledge on the part of our workers.

In response to these influences in our changing world and their impact on American workers, the National Career Development Association, in collaboration with the National Occupational Information Coordinating Committee, commissioned The Gallup Organization to conduct a national survey which focused on the career preparation of adults aged 18 and older. This is the third national survey commissioned by NCDA and conducted by The Gallup Organization. The idea for conducting these surveys originated with the committee that planned NCDA's 75th Anniversary Conference in Orlando, Florida, in 1988.

This survey comes at a time of a great and growing need for the majority of persons leaving secondary school to secure some kind of postsecondary education and training prior to entering the labor market. A major finding of this survey indicates that adults in the United States believe that high schools are not doing enough to help students develop job skills, plan careers, and find jobs. Survey results suggest that youth need information and help in career planning, and that they would benefit from increased use of counselors' services. It also appears there is a need for greater employer involvement in aiding persons in their career development. All of these findings support the need for increased emphasis on the effective provision of career development services in educational, agency, and business settings.

The authors of this monograph, Kenneth B. Hoyt of NCDA and Juliette N. Lester of NOICC, are to be commended for their fine collaborative and professional contributions. Our hope is that this report will highlight the need for expansion and improvement of career development practices in our country. Our citizens, as they make transitions in their working lives, deserve the best aid we can give them in providing accurate and up-to-date information, helping them make realistic decisions and plans, and following up and supporting their action. The information provided in this report can help us do that.

Howard H. Splete
President, NCDA
1993-94

# About the Monograph

In Part One of this monograph, Juliette N. Lester introduces the NCDA 1993 Gallup Poll, summarizes key findings, and discusses some of their implications in relation to education and work. As she notes in chapter 1, the context of this survey is very different from the contexts of the earlier surveys. Since 1987, Americans have seen major changes in the world and the workplace, and have begun to feel their impact. New technology continues to affect the way we work and learn. In chapter 2, Lester discusses the importance of making connections between learning and working and the vital role of career development in this process.

In Part Two of this monograph, Kenneth B. Hoyt provides an in-depth analysis of the survey data and their implications for career development and educational reform. In chapter 3, he discusses the relationships of levels of education to various aspects of career development. He presents similar analyses, in chapters 4 through 6, of indicators of gender, race, and age differences in career development. Hoyt summarizes his findings and conclusions in chapter 7, and presents recommendations for career development and educational reform.

In his introduction to Part Two, Hoyt provides readers with guidance in interpreting the survey data. Tables with these data and technical information about the poll are included in several appendices in this monograph.

Pat Nellor Wickwire
Chairperson
NCDA Media Committee

# Acknowledgments

We especially recognize the contributions of E. Niel Carey, who, as NCDA Executive Director, helped to formulate the concept and to obtain resources for the NCDA Gallup surveys and monographs.

Many persons have contributed to the development and preparation of this monograph. In particular, the administrative support of E. Niel Carey and Al Gallagher, NCDA Executive Directors, and the editing of Pat Nellor Wickwire, NCDA Media Committee Chairperson, are greatly appreciated.

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Kenneth B. Hoyt and Juliette N. Lester
Summer 1994

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# PART ONE

## Workers/Learners The Career Development Connection

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Washington, DC

The opinions and interpretations expressed in Part One of this monograph are solely those of the writer. No official endorsement by NOICC members or the agencies they represent is intended.

# CHAPTER 1

# Learning to Work: Overview of the 1993 NCDA Gallup Survey

## The Way We Work

### *Keeping Pace with Technology*

In 1987, to commemorate its diamond jubilee, the National Career Development Association (NCDA) commissioned a national survey on working in America. In the seven years since that Gallup Poll was conducted, Americans have seen major transformations in the workplace. Technology has become faster, better, and cheaper. Today we do business via fax machines, voice mail, modems, and e-mail. With desktop publishing software and laser printers, we can produce reports, newsletters, and brochures at our desks. Notebook computers enable us to work on airplanes, in hotel rooms, and in offices around the world. Cellular telephones and pagers keep us in touch with clients, colleagues, and family while we're on the road.

Technology also is changing the way people teach and learn. Via Internet, a music student transferring from a large state university in the Midwest to a small liberal arts college in New England links up with other music majors in her new school, gets practical advice, and arranges to meet them when she arrives on campus. Counselors in Oregon, Louisiana, and Vermont learn about the latest career development practices and materials through a satellite teleconference. New information technology invites young children to learn about life in faraway lands, under the sea, or inside the human body ("Learning Revolution," 1994). In a growing number of universities and technical colleges, fiber optics and computer networks make it possible for students who can't attend classes on campus to enroll in courses, communicate with instructors, or gain access to study materials using a home computer, modem, and telephone line (Nordheimer, 1994).

As CD ROM becomes more accessible, it will bring entire libraries into our dormitories and living rooms and, combined with multimedia, bring books to life. For example, music students will be able to find biographical information on Mozart, see scenes from a production of "The Magic Flute," and hear portions of the score.

Developments in technology have created new markets and new jobs. Innovative applications of technology, ancillary products, and the need for services have, in turn, led to new employment possibilities. Many job descriptions and skill requirements have changed, even in a short seven years. That does not mean that technology has transformed all jobs or that it can improve the productivity of all workers. For musicians, producing a 45-minute Beethoven quartet still requires three performer-hours (Ashby, 1974). Thanks to technology, however, music lovers don't have to be present to enjoy the concert. They can listen to it later, while they're jogging, walking to work, or driving home.

Keeping pace with technological developments presents an enormous challenge for America's schools. Many educators are eager to introduce computerized information resources and improved educational software in the classroom. But they have neither the funds nor the staff capability to do so. Others are wary of spending large sums on sophisticated and expensive equipment unless they are sure the investment of time and money will mean real improvements in their educational program. As one professor recently noted, "The Internet makes it relatively straightforward to transmit a signal 3,000 miles . . . but the last 30 yards to the classroom itself can be the most difficult of all" (Jacobson, 1994, p. A18).

### *Keeping Up with the World*

Changing technology is not the only factor that is reshaping the way we work and learn. Since the 1987 Gallup Poll, the Berlin Wall has been pulled down and the Iron Curtain pulled apart. West Germans are endeavoring to help their Eastern cousins, with far-reaching consequences for their economy and ours. The collapse of the Soviet Union was sudden and swift. Its impact has yet to be measured on the world's economic Richter scale. The social, political, and economic implications of these and other international events will be felt for years to come.

Over the past decade, much concern has been expressed about restructuring our industries and preparing our workforce to compete in a new global economy. The United States faces new rules of competition in the post-Cold War era; the education and skills of the workforce will be the dominant competitive weapon (Thurow, 1992).

Partly as a result of competition from abroad, some of the changes predicted and debated in the 1980s have become reality in the 1990s. Many U.S. businesses have consolidated their operations, closing plants and eliminating jobs to become and remain competitive. Some have shut down altogether; others have become more productive and profitable, but at significant cost to individual workers and communities. Americans have learned what employer downsizing, restructuring, contracting out, and early retirement buy-outs can mean for their lives or the lives of their families, friends, and neighbors.

In recent years, many workers with no more than a high school diploma have lost jobs with good incomes. Many of the displaced have a difficult time finding new employment with comparable income unless they obtain further education or training. Recent high school and college graduates looking for full-time permanent employment find themselves settling for part-time or temporary jobs. To get ahead, many head back to school.

The fortunes of both white- and blue-collar workers have been affected. In 1993, the ratio of white-collar to blue-collar unemployment rates was much higher than it was in the early 1980s, and it keeps rising (Council of Economic Advisers [CEA], 1994).

While some white-collar workers have suffered, those who have kept their jobs still fare better in terms of income than their less-educated counterparts. In fact, the earnings gap between people with high school diplomas and a 4-year college degree is widening.

> In 1981, workers with college degrees earned about 45 percent more than workers with only high school degrees; by 1992, this gap had reached almost 65 percent. . . . Between 1979 and 1990, the real median income of males with four years of college fell about 1 percent, but that of males with only four years of high school fell a stunning 21 percent, and high school dropouts fared even worse. . . . Wages of skilled workers rose faster than those of the unskilled. Wages of experienced workers grew faster than entry-level wages. (CEA, 1994, p. 26)

Men and women who want higher incomes are likely to need higher education of some kind. But this does not mean that jobs for high school graduates will vanish. Nor does it mean that everyone who earns a college degree will automatically earn a big salary. It depends to a large extent on their degrees, fields of study, and the occupations in which they find employment (Hecker, 1992).

## Time for a New Poll

Improving the skills of our workforce and helping youth move successfully from school to work are not new issues (Employment and Training Administration, 1992). They have been discussed in NCDA's reports on its earlier surveys and elsewhere, but the *context* of the discussion has changed. Recognizing this, the Administration and the Congress are making education and workforce development a priority. The need for improvements in how we educate our children and prepare them for work is being addressed in federal initiatives and legislative proposals, ranging from the expansion of Head Start to retraining for dislocated workers. The School-to-Work Opportunities Act and the proposed Reemployment Act of 1994 emphasize the importance of career development and labor market, occupational, and career information.

Within this context, it seemed appropriate to check the public's perceptions again. Hence, NCDA commissioned The Gallup Organization to conduct a 1993 national survey on working in America. The National Occupational Information Coordinating Committee (NOICC) supported the effort, as in earlier surveys, and worked with NCDA on the analysis and presentation of the findings.

The National Career Development Association is an association of approximately 5,400 career development professionals who work in educational settings, business and industry, community and government agencies, and in private practice. Founded in 1913 as the National Vocational Guidance Association (NVGA), NCDA currently has divisions in 39 states. It also has 34 national committees and special interest groups that focus on various aspects of career development across the life span.

The National Occupational Information Coordinating Committee is a federal interagency committee that concentrates on labor market information and career development needs of youth and adults. Its members include representatives of 10 key agencies within the U.S. Departments of Labor, Education, Commerce, Defense, and Agriculture. NOICC and its network of State Occupational Information Coordinating Committees (SOICCs) help make connections among data producers and users and among government agencies and public consumers who need occupational and career information.

Both NCDA and NOICC are committed to helping America's youth plan for satisfying and productive careers. Both organizations are concerned about how young adults are faring in the workplace and their need for career development assistance. Therefore, the 1993 survey focused special attention on adults between the ages of 18 and 25. A summary of key findings is presented later in this chapter.

## Background of the NCDA Gallup Poll

### *Earlier Surveys*

About 20 years ago, NCDA (then NVGA) invited George Gallup, Jr., to speak at its 60th anniversary luncheon. He discussed Americans' attitudes toward work, as reflected in various Gallup polls and other surveys over the years. An article based on his remarks appeared in *Vocational Guidance Quarterly* (Gallup, 1974).

In 1987, to commemorate its 75th anniversary, NCDA asked The Gallup Organization to conduct a special national survey on working in America. George Gallup, Jr., presented highlights of the findings of that survey at NCDA's annual conference in Orlando, Florida, in January, 1988. NOICC and the National Center for Research on Vocational Education joined NCDA in underwriting the cost of the project. The findings were reported in *Working in America: A Status Report on Planning and Problems* (Brown & Minor, 1989).

A second survey was conducted in 1989. It focused on the perceptions held by minority groups with regard to various aspects of working and career development and on areas of particular interest to career development workers. Findings were published in *Career Needs in a Diverse Workforce: Implications of the NCDA Gallup Survey* (Brown & Minor, 1992).

### *The 1993 Survey*

NCDA's 1993 national survey of working America was conducted by The Gallup Organization from September 27 through October 27, 1993. The results are based on telephone interviews with a national sample of adults 18 years of age and older. The procedures used to draw the sample were designed to allow the projection of survey results to the total population of adults living in households with telephones in the continental United States. The sample base approximated 171.2 million persons.

A total of 1,046 adults participated in the telephone survey. Of these, 713 were working either full or part time. To obtain a sufficient number of adults between the ages of 18 and 25, The Gallup Organization oversampled this age group. The methods used in designing the sample and the sampling tolerances are described in greater detail in *Appendix A*.

*Analyzing the numbers.* Responses to the survey questions were tabulated for various subgroups in the sample: gender, age, race, level of education, and several others. The numbers in the cells in these cross-tabulations were sometimes quite small and therefore subject to large margins of error. The Gallup Organization estimates with 95% confidence that the margin of error attributable to sampling or other random effects for the total sample of 1,046 is plus or minus 3 percentage points. The sampling error for the 713 employed adults is plus or minus 4 percentage points.

As the cell size gets smaller, the possibility of error in the findings increases dramatically. The margins of error are somewhat smaller for response rates of very high or very low percentages (e.g., 20% or 80%) and larger for percentages around 50%. For example, the margin of error for the sample of young adults (18 to 25 years old) is plus or minus 5 percentage points for responses around 20% or 80% and 8 percentage points for those around 50%. Kenneth Hoyt provides readers with further guidance in interpreting the survey data, which are presented in tables in *Appendix D*, in his analysis of the results.

*Translating the numbers.* Because of the sample design, percentages in the Gallup survey can be translated into approximate numbers of adults. Thus, if 9% of all adults surveyed said they needed some kind of career-related help in the past year, it is likely that about 15 million Americans needed assistance. Translating percentages into numbers can be helpful in understanding the significance of the data.

Four appendices, prepared by The Gallup Organization, contain complete data from the survey and guidance on interpreting them. The telephone omnibus sample design and sampling tolerances are discussed in *Appendix A*. The questions asked in the survey appear in *Appendix B*. Data on the composition of the sample are presented in *Appendix* C, and detailed findings in tabular form for each question appear in *Appendix D*.

## Summary of Key Findings

It is too soon to write the history of U.S. adults and their career concerns in the workplace of the 1980s and 1990s. However, the 1993 survey (Cotugno, 1993) describes for the record a sample group of adults, including both workers and learners, and some of their attitudes about their jobs and careers.

### *Workers/Learners: Profile of the Sample Group*

*A majority of all adults were working.* Of the individuals who participated in the survey, 53% were employed full-time (35 hours or more per week), 11% were employed part-time, and 35% were not employed. This last category included retirees, full-time homemakers, full-time students, and others who had left the workforce either permanently or temporarily. It also included unemployed workers who were looking for work.

*Most young adults were employed.* Among the 18-to-25-year-olds surveyed, nearly two-thirds were working. Although they were more likely than any other age group to have part-time jobs, a substantial portion (40%) were working full-time. Only a very small portion of this age group (3%) said they had never held a job, and 7% had had only one job. Among those who were employed, 39% had been in their current job for less than a year; 24% had been in their current job for more than one year but less than two.

*Many workers were students.* Almost 10% of full-time workers and 32% of part-time workers said they were also either full- or part-time students. Forty-three percent of adults between the ages of 18 and 25 were students, as were 14% of all adults above the age of 18.

*Two-thirds of students 18 years and older were employed.* Almost 40% of students in the sample group said they were working full-time. Another 26% held part-time jobs.

### *Career Concerns of Adults*

The 1993 survey examined some of the attitudes and experience related to work and the selection of a job or career among U.S. adults. Some of the questions from the 1987 and 1989 surveys were included, and a few new ones were added. Six areas were explored:

- The need for help with finding employment in the past year
- Sources of help with finding employment and use of job or career counseling
- Job and career information sources used, their availability and usefulness
- Job stability and satisfaction—circumstances in leaving a previous job and starting a current job or career, opinion of current job, employment outlook
- Education and training concerns—highest level of formal education attained, use of formal education and training in past and current jobs, need for further training and likely sources, and extent of on-the-job training
- Evaluation of the high school's role in career development

The following sections summarize briefly some of the key findings on these topics.

*Need for help with finding employment.* Almost 10% of all adults said they needed help in the past year in selecting, changing, or getting a job—about the same percentage as in the earlier polls. Young adults 18 to 25 years old expressed the most need. Almost 25% of this age group reported needing assistance in the past year.

*Sources of help and counseling.* If adults needed help in choosing, changing, or finding a job, to whom would they turn? About 40% said they would turn to friends or family. Almost as many (37%) would go to some type of career counselor—a job placement specialist in private practice, a professional career or school counselor, or a public job service counselor. About 17% said they would seek help from a present or former employer and 10% said they would turn to a community, business, or religious leader. Eight percent of all adults said they didn't or wouldn't know where to go for help.

For the first time, the 1993 NCDA Gallup Poll asked whether respondents had ever discussed possible career choices with a professional counselor in a school or college (see Table 1.1). About 30% of all adults, and

**Table 1.1**

••• SHARE OF ADULTS WHO VISITED A PROFESSIONAL SCHOOL OR COLLEGE COUNSELOR, BY AGE •••

| Respondents | Yes (%) | No (%) |
|---|---|---|
| All Adults (*N* = 1,046) | 32 | 68 |
| Age | | |
| 18–25 years (*n* = 257) | 50 | 50 |
| 26–40 years (*n* = 328) | 41 | 59 |
| 41–55 years (*n* = 230) | 30 | 69 |
| 56–65 years (*n* = 114) | 14 | 86 |
| 66 and over (*n* = 105) | 5 | 93 |

*Note.* This table is based on responses to question 9. See *Appendix D: Detailed Findings.*

50% of the 18-to-25-year-olds, said they had done so. Most of them also thought the help they got was either "very good" (30%) or "somewhat good" (51%). About 9% said they had consulted a professional career counselor in a fee-charging agency, and 10% had visited a career development person who was not a professional counselor.

*Job and career information.* Asked what job and career information sources they had used at some time in the past, 47% of all adults mentioned newspapers, magazines, and television. Other sources mentioned by at least 10% of all adults included college or university career information centers, public job services or job training programs, and public libraries. Seven percent of all adults said they had used a computerized career information delivery system (CIDS), as compared with 2% in the 1987 poll. One-third (33%) said they had used no job information sources.

Those who had used information in the past were asked about its availability and quality. More than three-fourths (78%) said the information they needed was available when they looked for it. About 16% said that information they needed was not available.

Most (88%) of the adults who said the information they needed was available also said it was useful. This is about 10 percentage points higher than in 1989. Nine percent said the information was not useful. When asked if the usefulness of the information should be improved, 62% said yes; 31% said it was adequate.

*Job stability and satisfaction.* All respondents who had ever been employed were asked about the circumstances under which they had left their last jobs. About 43% said they had quit. Sixteen percent said either that their jobs had been eliminated or that their employers had reduced the size of the workforce. About 13% had retired or were disabled. Only 2% said their jobs had changed and required skills they did not have.

When asked why they had left their last jobs, more than half (56%)

of 18-to-25-year-olds said they had quit. About 22% said their jobs had been eliminated or their employers had reduced the workforce.

All employed adults were asked how they got started in their present jobs or careers. Slightly more than one-third (36%) said they had made a conscious choice and plan. Almost the same proportion got into their current work by chance (28%) or took the only job available (8%). Another 20% said their choice was influenced by relatives or friends.

When young workers were asked how they got started in their present jobs or careers, slightly more than one-third (35%) said their decisions had been influenced either by relatives or by friends and associates. Almost as many (32%) indicated they had made a conscious choice and plan. About 26% attributed their start to chance or took the only job available.

Employed adults were asked how much they liked their current jobs. Most said they liked their jobs very much (52%) or quite a bit (28%). Only 8% had very little liking for their jobs. Older workers tended to be happier than younger workers with their current employment. In 1974, Gallup reported that about 70% of all workers expressed satisfaction with their jobs.

Looking ahead for the next three years, most employed adults (62%) said they expected to stay in their current jobs, a slightly larger proportion than in 1989 (56%). About 22% expected to change jobs voluntarily. Six percent expected to be forced to change jobs, and 7% were likely to leave the labor force either permanently or temporarily.

Among 18-to-25-year-olds, a smaller proportion (32%) expected to stay with their current employers for the next three years. Almost half (48%) expected to change jobs voluntarily. Nine percent expected to be forced to change jobs, and 8% expected to leave the labor force temporarily.

If they could start over, would people try to get more information about their career options than they did the first time? More than 70% of all adults, and 74% of 18-to-25-year-olds, said they would.

*Job satisfaction in the past.* Various polls by The Gallup Organization over the years also asked questions related to job satisfaction among workers, including whether they would choose a different line of work if they could start over. In 1974, Gallup noted that:

> . . . many people, though generally satisfied with their jobs, would nevertheless like to change places with someone else. Gallup surveys over the last four decades have consistently shown approximately one-third of the adult population saying they would be happier in another job and that they would go into another line of work if they had it to do all over again. Sadly, there must be a great deal of truth to the observation that many people spend less time in choosing a career than they do in choosing a new automobile. (p. 107)

*Education and training concerns.* Survey participants were asked how well their formal education and training were used in their previous and current jobs. In general, the responses suggest that people feel their education and training are better used in their current jobs than in their previous ones (see Table 1.2). About two-thirds of all adults said their formal education and training were used very well (40%) or fairly well (27%) in their last jobs. Four out of five workers felt this way about their current jobs (45% said very well and 37% said fairly well).

The findings were similar among young adults, although they tended to be less positive than older adults about the use of their education and training. Only about half of the 18-to-25-year-olds felt their education and training were used either very well (21%) or fairly well (30%) in their last jobs. More than 70% of young workers felt this way about their current jobs (34% said very well, and 39% fairly well).

All participants were asked whether they felt they would need more formal training or education to maintain or increase their earning power in the next few years. More than 50% of all adults said they would. Asked where they would obtain the training they need, 30% said from a 4-year college. Another 23% expected to get it through programs provided by their employers. Among those who felt the need for more formal education, 14% mentioned community colleges and 13% mentioned business or trade schools as likely sources of training.

More than 80% of 18-to-25-year-olds expressed a need for more formal education to increase their earning power. More than 50% of them expected to get it from a 4-year college or university. Two-thirds (65%) of 26-to-40-year-olds and 51% of 41-to-55-year-olds also expressed a need for more training or education.

Employed adults were asked how much special job training, if any, their employers had provided them. About two-thirds said their employers had provided them with some type of training on the job. About 25% said they had received more than a month's training, and 40% reported less.

**Table 1.2**

*** HOW WELL FORMAL EDUCATION AND TRAINING ARE USED ON THE JOB ***

| | All Adults (%) | | Age 18–25 (%) | |
|---|---|---|---|---|
| Response | Previous Job (*N* = 1,046) | Current Job (*n* = 713) | Previous Job (*n* = 257) | Current Job (*n* = 171) |
| Very well | 40 | 45 | 21 | 34 |
| Fairly well | 27 | 37 | 30 | 39 |
| Not very well | 8 | 7 | 9 | 4 |
| Not well at all | 15 | 10 | 29 | 20 |

*Note.* This table is based on questions 16 and 20. See *Appendix D: Detailed Findings.*

One-third of all workers said their employers had not provided them with any special job training.

*High school's role in career development.* In 1989 and again in 1993, adults in the sample group were asked whether they felt the public high schools in their community devoted sufficient attention to preparing students in seven areas related to their future education or employment. The proportions of all adults who said high schools were *not* doing enough in each of these seven areas are reported for both survey years in Table 1.3. Responses in 1993 for 18-to-25-year-olds and for students 18 and older also are displayed in Table 1.3.

The response to this question in 1993 suggests that a majority of Americans feel that our youth need help in making a successful transition from school to work. It also suggests the public expects high schools to provide such assistance. At least half of all adults in the 1993 survey said high schools were not doing enough to help students choose careers, develop job skills, and find jobs after they leave school.

The percentages were well above 50% on some items, and they were higher than in the 1989 poll. Responses were equally strong among 18-to-25-year-olds and stronger among students. In contrast, only 37% of all respondents felt high schools were not devoting enough attention to preparing students for college. These findings may reflect both changing educational needs and changing expectations of high schools rather than criticism of the schools.

**Table 1.3**

*** PUBLIC PERCEPTIONS OF HIGH SCHOOLS' EMPHASIS ON SCHOOL-TO-WORK SKILLS ***

| | 1989 (%) | 1993 (%) | | |
|---|---|---|---|---|
| High schools do *not* pay enough attention to helping students: | All Adults (*N* = 1,051) | All Adults (*N* = 1,046) | Adults 18–25 (*n* = 257) | Students Over 18 (*n* = 193) |
| Choose careers | 44 | 51 | 58 | 66 |
| Develop job skills | 53 | 60 | 59 | 65 |
| Learn how to identify local job openings | 46 | 54 | 58 | 67 |
| Obtain work after leaving school (job placement) | 51 | 64 | 73 | 78 |
| Learn to use occupational information | 41 | 57 | 63 | 67 |
| Develop job-finding skills | 43 | 57 | 62 | 68 |
| Prepare for college | 31 | 37 | 40 | 43 |

*Note.* The 1993 data are based on responses to question 24. See *Appendix D: Detailed Findings.* The 1989 data are from Brown, D., & Minor, C. W. (Eds.). (1992). *Career needs in a diverse workforce: Implications of the NCDA Gallup survey.* Alexandria, VA: National Career Development Association.

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## CHAPTER 2

# The Necessary Art of Making Connections

### Necessary Connections

This chapter is about making connections—between the individual and society, between the worker and the economy, between learning and working, and between our children and the future. Pick up any newspaper or tune into any television network and you can see the importance of connections or the lack of them in our ever smaller world and our increasingly diverse nation. When they are missing, things begin to fall apart—in our homes, our schools, our communities, and our lives.

### *Glued to the Tube*

Technology is bringing the world closer together and challenging us to compete in a global marketplace. Second graders in Washington, DC, take an interactive field trip via satellite to the rain forests of Brazil. Using electronic bulletin boards and computer networks, scientists and scholars can tap into vast data bases and exchange ideas with colleagues they have never met, working thousands of miles away.

But the same technology that offers distance learning also allows us to keep our distance. Safe at home, we watch a hot war in the Gulf and "Star Wars" in space. We control what we see and hear using a "remote." We can "reach out and touch someone" with a long distance call—or reach out to an answering machine and screen incoming calls. We communicate via keyboards and computer screens in the isolation of our offices and cubicles. In some homes, the "tube" provides the glue.

### *Heirs of Lost Connections*

For those who work in education, the importance of making and missing connections is readily apparent at all levels. Increasingly, our schools are pressed to provide the missing links and mend the broken connections of the greater society outside. Eleven years ago, the National Commission on

Excellence in Education (1983) made headlines by declaring the United States "A Nation At Risk" and sounding the call to reform our schools. Today's headlines declare our schools and streets at risk, not from "a rising tide of mediocrity" but from the rising tide of violence and alienation.

*Campus to community.* On many campuses, college presidents grapple with the dilemmas presented by diverse student populations. Some may want to connect with one another, but find the chasms too wide. The gulf between "town and gown" is equally wide. In some major cities, prestigious universities seem to be green cloisters of affluence and self-importance, oblivious to the poverty, violence, and despair outside their gates (Boyer, 1994). Inside the ivory towers, faculty in increasingly specialized disciplines vie for research grants, tenured slots, and academic turf. Those who devote much time to interdisciplinary programs or venture outside the university to address needs in their communities may jeopardize their careers.

A recent report from the Carnegie Foundation for the Advancement of Teaching (Boyer, 1994) urges universities to remember their traditional mission of service. It proposes a new paradigm that promotes not only the scholarship of *discovering* knowledge, but also celebrates the scholarship of *integrating, communicating, and applying* knowledge through professional service. Boyer envisions a "New American College" that would connect thought to action, theory to practice. Professors would apply their knowledge to real-life problems and use that experience to revise their theories. Students would participate in field projects, relating ideas to real life.

*Classroom to classroom* Dichotomies in the university are reflected in our high schools. Bells ring and students move from one classroom to another, often seeing little or no connection between what they are learning in one subject and the next. The vocational curriculum is separate from the academic, the general courses from the college prep. Individual teachers try, with varying degrees of success, to relate their subjects to the world outside the school or inside the individual. When they make a connection, eyes light up and faces brighten—and then the bell rings. . . .

In schools, bridging the gaps between subjects and departments is difficult. Many districts are taking steps to integrate vocational and academic curricula and to develop tech-prep programs. However, in most cases, the efforts are new and small (*National Assessment of Vocational Education*, 1994). Getting vocational and academic teachers to work together takes time, as the Southern Regional Education Board (SREB) knows from experience. Since 1987, SREB has been engaged in a serious effort to offer more challenging programs for general and vocational students by integrating demanding academic and vocational course work (Bottoms, Presson, & Johnson, 1992).

They have found the "most difficult barriers to overcome are the beliefs, attitudes, and traditions of an educational system that . . . disconnects academic learning from practical applications of that learning" and separates the "college-bound bright students" from "the others" (p. 13). Students are offered two choices: go to college or go to work.

Too many students will do neither if they don't see a relationship between what they are learning and the rest of their lives. Relevance is an important factor in determining whether a student will work hard and stay in school. So is bonding. Students who develop close ties with classmates, faculty members, or with the institution itself—*and* who see a reason for being in school—are less likely to drop out (Crow, 1992). At all levels of education, we must help students make these necessary connections.

### *The Way We Learned To Work*

In the past, the way we learned was better connected to the way America worked. Early learning reflected an agrarian economy and the crafts and trades that supported it. Children developed job skills on the farm, in the family, or through apprenticeships to a skilled craftsman. An elite few received a classical education that would prepare them for the clergy or other positions of leadership.

Learning to read and write was considered important, but the responsibility for providing instruction in these skills varied widely among families, religious groups, communities, and regions. At the same time, most of the colonies had adopted the European tradition of formal apprenticeship systems (Monroe, 1940) and laws. In the mid-1600s, Massachusetts expanded its apprenticeship requirements to include reading, writing, and learning the laws of the colony. By 1647, all towns of 50 families or more were obliged to provide this kind of public education. "The training up of children in learning and labor and other employment which may be profitable to the commonwealth" was a priority (p. 105), not only in Massachusetts but elsewhere.

As the nation expanded westward, and immigration and industrialization increased the population in our cities, free public schools were established to give more Americans the opportunity to learn. Their primary purpose was to prepare the nation's children to be good citizens and to make a good living. Manual training was introduced into the elementary schools in 1880. The first regularly established public vocational secondary school was started in 1888. Polytechnical institutes and land-grant colleges provided the technical and scientific education needed to build a productive nation and economy.

Shortly after the turn of the last century, the American workplace and its schools were transformed (Marshall & Tucker, 1992). New technology enabled industries to introduce mass production in their factories. Henry Ford applied Frederick Winslow Taylor's scientific management teachings to the production of the automobile and produced the Model T. He paid his workers well—so they could buy his cars.

During this period, cities grew rapidly as jobs attracted large numbers of workers from rural areas and immigrants from abroad. Compulsory primary education had been introduced, although few graduates went on to secondary schools before 1900. Until that time, most secondary schools were private institutions that offered classical curricula. They became the model for a growing number of public high schools that provided a small, highly motivated group of students a rigorous academic education.

When secondary education became mandatory, high schools were overwhelmed with students. Within a few years, reformers in education completely "re-Taylored" the way the public schools were structured, creating a corporate hierarchy to provide efficient management. Their purpose was to help a much larger number of young Americans "adjust to the roles they would assume later in life, [as workers] in the developing industrial economy" (Marshall & Tucker, 1992, p. 13).

Some would argue that, in their efforts to equip masses of students with enough reading, writing, and arithmetic skills to find jobs in a smokestack economy, the reformers neglected the possibility of demanding real intellectual achievement by large numbers of American students—a goal that many believe is now required if America's economy is to prosper.

Since that time, the basic organizational structure of the schools has not changed very much. The workplace has. Today the Ford Motor Company, like other U.S. manufacturers, is moving from mass production to "agile manufacturing" (Holusha, 1994) and mass customization. Taylor-style assembly lines have been replaced by small teams of workers who need agile minds and different skills than the frontline workers of the past. Making the necessary connection between learning and working in the future will be increasingly difficult if America's workplace is restructured, as some economists foresee, and the schools don't keep pace (Berryman & Bailey, 1992).

## Help for Work-Bound Youth

As the last century drew to a close, life was hard for many in America. Suitable work was difficult to obtain and to perform. "Given the rigors of life, it was far too glib to refer to the 1890s as the 'Gay 90s' and too easy to lose track of the plight of most Americans" (McDaniels, 1989, p. iii).

In the early 1900s, a former engineer, laborer, teacher, lawyer, politician, professor, and author named Frank Parsons wanted to help the young people of Boston find suitable vocations. His own career reflected a model of the skills workers need a century after his death: flexibility, adaptability, the ability to communicate well and to work well with others, and the capacity to solve problems, apply information to new situations, and continue learning throughout life.

In bringing his considerable experience and talents to bear on the process of *Choosing a Vocation*, Parsons (1909) became the father of vocational guidance. He provided a framework that counselors have modified over the years to focus their work today. In a book published after his death, he wrote:

> We guide our boys and girls to some extent through school, then drop them into this complex world to sink or swim as the case may be. Yet there is no part of life where the need for guidance is more emphatic than in the transition from school to work. . . . (p. 4)

As the turn of this century approaches, improving the school-to-work transition has become a national priority. The Congress, as well as the President and his Cabinet, have recognized the need for new initiatives to help the majority of American youth make a smooth transition from high school to productive, skilled employment and further learning. The Department of Education and the Department of Labor are collaborating on a new school-to-work transition program (Council of Economic Advisers [CEA], 1994). Its goal is to help students get hands-on, work-related training while still in high school. A School-to-Work Opportunities Act has been passed. It calls for career awareness, counseling, and exploration programs as a fundamental part of school-to-work efforts. Indeed, career development is a vital connecting activity in making these efforts successful. Public demand for such assistance is strong, as shown in the Gallup Poll.

### *Public Perceptions*

One of the key findings of this Gallup Poll is that the American public expects our high schools to help all students make a successful transition from school to work. The poll did not ask that question directly. Answers to a number of questions, however, revealed both a need for career development assistance among young adults who have recently left school and an expectation that the high schools should provide more job and career assistance to their students (see Chapter 1, Table 1.3).

One-half of all adults said high schools were not doing enough to help students with choosing careers, developing job skills, learning job-finding skills, and job placement. In most of the categories, the percentages were well above 50%. Among students, they were well above 60%. On every item, the response in 1993 was stronger than in the 1989 Gallup Poll.

This may be less a criticism of the high schools than a reflection of changing educational needs and expectations. People know that many of our youth are having trouble finding a niche in the labor market (Government Accounting Office [GAO], 1993; Employment and Training Administration, 1993). They see high schools as a logical source of help and expect them to provide it, as they have in the past.

Other findings in the Gallup Poll indicate a need among young adults, many of whom are recent high school or college graduates, for the kind of assistance career development and counseling can provide. Twenty-five percent of the 18-to-25-year-olds polled said they had needed assistance in finding employment in the past year. This was a much higher proportion than any other age group. When asked how they got started in their current jobs or careers, 32% said they had made a conscious choice and had done some serious planning. Almost 75% said that, if they could start over, they would get more information about their job and career options than they had the first time. More than 80% felt they would need further education and training to maintain or increase their earning power.

One way schools can help students prepare for a life of working and learning is by integrating career development into the educational process. That can have lasting benefits for all students, not just while they are in school but throughout their lives.

A forthcoming study on schools and labor market outcomes (Crawford, 1994) illustrates some potential benefits of providing labor market information and job search assistance in high school, if not earlier. The sample was drawn from 1982 high school graduates who were not in college full time during 1985. Those who had said in 1982 that they knew how to find a job were earning approximately 10% more than students who had said otherwise. A similarly higher income was reported among graduates from high schools that had provided job listings. Students who had worked for pay during their senior year were earning about 15% more than those who had not. Graduates who said they had had all three of these advantages had average incomes that were about 35% greater than those who had had none of them.

A recent report from the GAO (1993) further underscores the importance of preparing high school students, and especially those who do not seek further education, for employment. It notes that:

> Many youth are ill prepared for work when they leave high school, often with long-term negative consequences. For example, about 30 percent of youth aged 16 to 24 lack the skills for entry-level employment, and 50 percent of adults in their late twenties have not found a steady job. This situation may be explained, in part, by poor academic preparation, limited career guidance, inadequate workplace experiences, and other impediments to efficient school-to-work transitions. (p. 1)

The GAO report identifies career education and development as one of four interrelated components of a comprehensive school-to-work transition strategy. It also notes the importance of introducing career guidance and development programs in the early school years. Unless that happens, students will not be prepared to select appropriate courses of study or make initial career training commitments that are needed if they are to enroll in programs like tech prep, career academies, or apprenticeships.

Clearly, the onus for improving the school-to-work transition should not be placed exclusively on the high schools. Efforts must begin much earlier. The Council of Economic Advisers' 1994 report begins its list of education and job training programs with Head Start.

### *The "Neglected Majority"*

In the 1993 Gallup Poll, 60% of American adults said high schools devote enough attention to preparing students for college, but *not* enough attention to helping non-college-bound students get jobs. A recent report from the Employment and Training Administration (1993) concurs, noting that "despite the recognition that career planning is a long-term process, [such youth]—when they receive any assistance at all—typically receive 'one-shot' assistance in late adolescence, designed only to help them find their first job" (p. 5). The GAO found that:

> . . . even though American high schools direct most of their resources toward preparing students for college, few incoming [ninth graders]—about 15 percent—go on to graduate and then obtain a 4-year college degree within 6 years of their high school graduation. A substantial number of the remaining 85 percent wander between different educational and employment experiences, many seemingly ill prepared for the workplace. (Morra, 1993, p. 1)

It is time to focus more sharply on the needs of this "neglected majority" (Parnell, 1985). We need to ask ourselves why they receive so little of our help. How can we change our teaching methods, resources, information systems, and our approach to offer all students a wider array of postsecondary possibilities, such as tech prep or apprenticeships? What must we do to encourage and equip them to seek further education that can lead to productive, satisfying, and well-paid jobs?

One step we can take is to stop classifying students into two groups: those who are going to college and those who are going to work. We need to prepare all of them for a life of work and learning. Instead, we define the majority of them by what they are *not*. We refer to them as "*non*-college-bound," a label that stigmatizes them and the programs they are offered in school. It lowers our expectations of what they can learn and that, in turn, lowers their expectations of themselves and what they *do* learn.

The custom of dividing academic from vocational curricula, theory from practice, thinking from doing, head from hand, is at the heart of the problem (Parnell, 1985). Students are tracked "into programs for those who 'think' and those who 'work' when, in fact, life for all of us is a blend of both" (Boyer quoted in Parnell, 1985, p. 51). And both should be equally respected. Some years ago, Gallup surveyed adults *above the age of 95* to discover the "Secrets of Old Age." They found that "one of the 'secrets' of living to an advanced age—and of happiness—was working with one's hands" (Gallup, 1974, p. 110).

We need to remember that among the "forgotten half" (W. T. Grant Foundation, 1988) are the young people who build our homes, fix the plumbing, drive our buses, repair our cars, hook us up to cable television, and keep our hospitals, offices, and businesses operating. Our safety and sometimes our lives are in their *hands*. They provide necessary connections that keep our families and our society working. Perhaps we cannot reach all of our nation's youth. But we can help more of them find "a job with a future" if we enable them to succeed in their first job—in school. To some extent, their future is in *our* hands.

### *Going to College*

While the "neglected majority" need much more of our attention, we should not overlook the needs of those who "went to college"—and especially the ones who *went*, but have not earned a degree. Some of them also flounder on campus and in the labor market once they leave school.

The Gallup Poll found that a majority of adults with 4-year degrees or higher were faring well in the workplace. Those who were working felt their education was used well in their current work. They said they liked their jobs very much and expected to stay in them over the next few years.

Other studies show that the incomes of 4-year college graduates are higher than those with less education and their unemployment rates are lower (CEA, 1994). Employers are more likely to provide them with further training and thus with opportunities for career advancement and higher wages. The Commission on the Skills of the American Workforce estimated that two-thirds of company training dollars go to the college educated (cited in Sheckley, Lamdin, & Keeton, 1993).

Nonetheless, how well they fare depends, to some extent, on their fields of study and their concentration within the field. Demand is high in some specialties, but not in others. In addition, those who enter the labor force in the next decade "are expected to face a more competitive job market than that encountered by graduates in the 1980s" (Shelley, 1992, p. 5). In 1990, about 20% of college graduates in the labor force were unemployed or working in jobs that did not require a degree (Hecker, 1992). This may account for some of the reports of job dissatisfaction among recent graduates who are struggling to pay the rent by waiting tables, running copiers, or working as interns in the hope of landing permanent jobs.

The Gallup Poll findings also suggested that a great many college students did not get enough career development assistance at some point in their school years. A little more than half of those with baccalaureate degrees said they had entered their present jobs or careers through conscious choice and planning. Almost one-third attributed their start to chance or took the only job available. Well over half (64%) of all college graduates said that, if they were starting over and could plan their work life, they would get more information than they had the first time.

Among adults who have had some university or college education but have not yet earned degrees, only one-fourth said they got started in their present jobs through a conscious choice and plan. Almost half (46%) said they got their start by chance or took the only job available. Three-fourths of those without degrees also said they would get more information about their options if they were starting over.

Given the importance of career decisions on their future lives, one would think more college students would do some serious career planning when they are choosing a major. Instead, many put it off until the last few weeks of their senior year, when they are faced with finding a job. Krumboltz (1993) believes it is not procrastination, but fear (zeteophobia), that prevents students from searching out new directions or seeking new jobs. Overwhelmed by the seriousness of the decision, many avoid facing it for as long as possible. Krumboltz suggests that:

> Young people are sheltered from having to make important decisions about structuring their life until they graduate. The educational system is a "co-dependent" in enabling them to avoid difficult career decisions. Then suddenly they are turned loose with little skill and a strong case of zeteophobia. (p. 146)

This again reflects the need for providing career development at all levels of education. School years should be a time for the young to learn about themselves and to explore the many worlds that capture their imagination and challenge their intellect. These years are also a time for developing talents and skills, for learning to find and use information to solve problems and to make decisions. The career development process can help students do that.

## Needs Among Adults

Another concern that surfaced in this poll and earlier ones is the need for career development assistance and information among men and women who are faced with changing jobs or occupations, or seeking further training. Ten percent of all adults said they had needed help finding employment in the past year. About 30% of employed adults expected to change jobs, most of them voluntarily, over the next three years. More than 50% expected to need further training to advance in their careers.

When adults seek professional help with employment, it is usually prompted by a crisis rather than a desire for long-range career planning assistance (Goodman, 1991). They have been laid off or need to work because family circumstances have changed. Perhaps they cannot find a job in their field and feel they must get more training. In their youth, they did not have the benefit of learning a process to help them anticipate and manage career crises and transitions. Not only have they had no previous assistance with systematic career planning, they may not know such help exists or what it is.

The Gallup Poll findings indicate that many American workers have opted for jobs or careers without giving much serious consideration to the range of available opportunities and with little professional guidance in the decision-making process. Slightly more than one-third said they got started in their present jobs or careers through conscious choice. Almost the same proportion attributed their start to chance or took the only job available. Seven of 10 said that, if they could start over, they would get more information about their career options than they did the first time. According to a recent *New York Times* opinion poll, 30% of American workers said they "sometimes had serious regrets" about their choice of occupations (Kagay, 1994, p. A14).

Many current services for adults address immediate needs, not long-term planning (Goodman, 1991), but American workers need to take a long view of their employability. They must have the skills and knowledge required for currently available work *and* be capable of acquiring new skills and knowledge to stay employable as job requirements change (Sheckley, Lamdin, & Keeton, 1993). During their work lives, they are likely to face several job and career transitions. If they are going to make well-informed decisions about their education and employment opportunities, they need better access to career development assistance and sound labor market information.

Based on his analysis of findings from the 1987 NCDA Gallup Poll, Hoyt (1989) called for the establishment of community career development resource centers that would address these needs. The centers would provide both career information and professional counseling assistance in interpreting and using it.

As part of the proposed Reemployment Act of 1994, Labor Secretary Robert Reich has recommended a somewhat similar idea. He envisions the establishment of a system of career centers throughout the country. Some would provide labor market, occupational, and career information, and other services to dislocated workers. States also would have the option of creating networks of one-stop centers to provide these services to anyone who seeks them. The concept offers an opportunity to address the broader need for labor market information and career development assistance among adults who are entering the workforce for the first time, seeking further educational opportunities, or contemplating a change in jobs or careers.

## Learning/Working: The Personal Connection

In a nation of workers, our work is critical to our happiness. It affects the way we spend most of our waking hours—and can cause us to lose sleep, as well. It affects our standard of living and our lifestyles. Career decisions, therefore, are not only about making a living; they are about making a life (Brand, 1993).

### *A Lifelong Process*

The career development process enables individuals to find their personal connections to the world of work. It is the process by which one develops and refines self- and career-identity, work maturity, and the ability to plan. It represents all of the career-related choices and outcomes through which every person must pass (Herr & Cramer, 1992). It is generally seen as "a lifelong process through which individuals come to understand themselves as they relate to the world of work and their role in it" (National Occupational Information Coordinating Committee [NOICC], 1990, p. 2). Career development is a comprehensive, developmental, systematic, and sequential process that should be available to all Americans throughout their lives.

Introduced early in life, this process can help children expand their horizons and their aspirations by making them aware of a wide array of occupations and career paths. It can also help them see the value and importance of work, of developing good work habits, and of taking their schoolwork seriously. At the same time, this process helps children begin to identify what they like to do and what they can do. This, in turn, helps build self-confidence and self-esteem.

As they grow older, students explore career opportunities in more depth, using more sophisticated occupational and career information. They begin to connect their abilities, aptitudes, and interests to potential career paths. They learn how to make decisions that are based on information about themselves and about the world of work. Exploration can expand their horizons and open their minds to new possibilities and what is needed to prepare for them. As they advance in school, they are better equipped to make the critical choices about what courses to take or which educational programs to follow. They have learned a decision-making process they can apply throughout their lives.

### *With Compass and Chart*

The career development process encourages exploration and provides "compass and chart" (Parsons, 1909) to help explorers in a new economy. It teaches us which questions to ask, how to gather information, and how to relate it to what we already know. The quality of the information at hand is critical to the choices we make.

New technology enables us to have a wealth of occupational and career information at our fingertips. For example, most states now have computerized career information delivery systems (CIDS). They offer invaluable connections between students of all ages and the world of work. State CIDS incorporate the best available national, state, and local information and package it in attractive, understandable, and user-friendly formats. Not only do these systems help young students gather information and explore the labor market, they also contain useful information for counselors, teachers, and parents (Hopkins, Kinnison, Morgenthau, & Ollis, 1992).

According to the 1993 Gallup Poll, reported CIDS use among all adults has increased substantially since 1987. That is encouraging news, but the percentages are still very small for a resource that should be universally available. Only 10% of current students over age 18 said they had used one of these systems.

In addition to computerized delivery, state CIDS operators and SOICCs use other media, like videos, tabloid newspapers, and telephone hotlines, to supply a rich array of information for use in career development programs and counseling. They also offer training for counselors and other staff who help people use the information. Government agencies and private vendors have developed many informative publications and multimedia packages to help explorers in the labor market.

Although computers are widely used in America, some people are intimidated by them or simply don't have access to them. Sometimes it's easier to pick up the telephone when we need information or assistance. However, as voice mail becomes more common and complex, we frequently find ourselves talking to a machine or listening to a long recorded message that does not answer our question.

Some states provide the public with answers to questions about education and work via toll-free telephone hotlines staffed by a state agency, SOICC, or CIDS. Indiana, New Jersey, Texas, and Virginia are among the states currently offering career information by telephone. Over the past 14 years, for example, some 40,000 callers have dialed Virginia VIEW (the state CIDS) in search of career information (McDaniels, Knobloch, Watts, & Moore, 1994). Increasingly, when VIEW staff pick up the phone, callers seem relieved and grateful to have reached a person instead of a machine.

High-speed information highways enable us to have a wealth of information at our fingertips and to "talk" safely with strangers in distant cities.

But highways in cyberspace have their hazards, too. Whether the information they deliver is valid or not, it travels at the same speed. The user must be sophisticated enough to understand the data and judge their worth. The 1993 Gallup Poll found that almost 60% of the public felt students needed more help with learning to use occupational information. In a rapidly changing labor market, information users need "compass and chart."

### *Comprehensive Programs*

Several years ago, NCDA and other leading professional counseling and education associations joined with NOICC in an effort to make comprehensive career development programs more accessible to the public. Today the National Career Development Guidelines are helping state and local agencies strengthen and enhance career guidance and counseling programs in 40 states.

The Guidelines identify student and adult competencies and indicators for individual growth in self-knowledge, educational and occupational exploration, and career planning. They describe organizational capabilities needed to support competency-based programs, including administrative commitments, facilities, materials, and equipment. They also specify personnel requirements that counselors and other staff must have to deliver an effective career development program (Lester, 1992).

Local handbooks present the Guidelines for programs at four educational levels and for adults. Other supporting materials are available. NOICC has launched a national Career Development Training Institute and a new Employee Career Development program based on Guidelines competencies for adults. *Get a Life: Your Personal Planning Portfolio* (1993) is a new resource to use with students. It is designed to guide them through the career development process and to help them relate their education to career interests and aptitudes as they progress through school and beyond. NOICC developed the Portfolio in cooperation with the American School Counselor Association and the Maine SOICC.

Schools are using these resources to integrate career development into the academic and vocational curricula, not in piecemeal fashion but as a part of educational reform. Teachers and counselors are working together to help students see relationships between their schoolwork and their future work. School boards and superintendents support the effort, once they understand what career development really means for their students. Parents are enthusiastic and supportive when they see for themselves how this can help their children. For example:

- Using the Guidelines competencies, teachers and guidance counselors in a junior high school in New York state are working together in language arts, math, science, foreign languages, social studies, business/computer science, and art to help eighth graders understand the relevance of education to their future.

- In Oklahoma, a high school English class uses the CIDS and other resources to do research projects on careers. Students write papers and develop presentations for their classmates. The class becomes more aware of career possibilities, while the students learn essential communications skills for their future work.
- In Utah, several schools used the Portfolio in parent-teacher conferences with great success, first at the elementary school and then at a junior high school. At the high school, the students themselves were invited to lead the conference by sharing their portfolios with their parents. One enthusiastic parent later told the counselor that that was the first really meaningful conversation she had had with her son in ages.
- On parent-teacher night, high school counselors in Maine demonstrated how a computerized CIDS works. The parents got so interested in what the CIDS could offer them that they asked if they could come back and use the system themselves.
- A high school principal from Wisconsin was convinced that integrating career development into the school's program would be beneficial, but faculty members were reluctant. He arranged for some of them to visit nearby schools with comprehensive programs. It was a good investment, he reported, because now his teachers are excited about starting a program of their own.

We must encourage more schools to invest in comprehensive career development programs. In that endeavor, they can benefit from the experience of others, adapt existing materials to suit local situations, and learn from principals, counselors, and teachers who have been involved in the process. These connections are important, especially when funds and time are scarce.

But who will make them and where does the effort start? It can start with one committed counselor, one enthusiastic teacher, one supportive principal—and their ability to make necessary connections with colleagues and others who are willing to help. Making connections, and maintaining them, takes time, but the investment will be worthy of the voyage. Ultimately, one counselor can help more students by getting their teachers and parents involved in the career development process. In today's world, making connections is a necessary art.

### *An Investment "Worthy of the Voyage"*

Helping young people with the transition from school to work is on the national agenda. The public wants it. The President, his Cabinet, and the

Congress support it. Career development, introduced in the early years, is critical to the success of that effort. If America is to become a nation of learners and workers, we must teach our children how to learn and how to work. School is their first job in a long career of working in America.

Today far too many of our children are adrift. Many live in impoverished homes or come to school with impoverished spirits—angry, hurt, and without hope. We can do something to help them, by broadening their horizons, helping them discover their strengths and talents, and teaching them how to make responsible decisions about their own lives. At least for some of them, the career development process can be their connection to the American dream.

Our friend Frank Parsons said it long ago: "It is better to sail with compass and chart than to drift into an occupation haphazard or by chance, proximity, or uninformed selection; and drift on through it without reaching any port worthy of the voyage" (p. 101). We must be sure that *all* our young people leave school with compass and chart—and with aspirations for their lives that are worthy of the voyage.

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# PART TWO

# An In-Depth Analysis of Selected Findings: Implications for Career Development and Educational Reform

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# Detailed Analysis of Project Findings

The 1993 NCDA Gallup National Survey of Working America involved collecting data from a sample of 1,046 persons, each of whom was interviewed by a Gallup data collector. Each person was asked 24 questions related to his/her career development along with four additional demographic questions.

Respondent answers to these questions were analyzed and reported separately for four categories of persons, as follows:

1. Age (18–25, 26–40, 41–55, 56–65, 66 and older).
2. Race (Black, White, other).
3. Education (<high school, high school graduate, vo-tech graduate, community college graduate, some 4-year college, 4-year college graduate).
4. Gender (women, men).

Part Two of this monograph includes a separate chapter for reporting and interpreting results for each of these four categories. This means, of course, that each question is considered four times with the data reported in a different category in each chapter for the 1,046 respondents. To help readers relate content of any chapter to the remaining chapters, each has the following topical headings: (a) Career Development of Respondents, (b) Involvement of Career Counselors, (c) Use of Occupational Information, and (d) Recommendations for Changes in High School Career Development Practices. With these topical headings used in each chapter, the reader may compare findings from one category to another.

This is the first NCDA Gallup Survey with subclassifications based on six education levels. The oversampling of respondents aged 18–25 required for using these six levels made it necessary to reduce the subclassifications used for race from the fairly comprehensive listing found in the 1989 survey to three. The large amount of oversampling required for the number of racial categories found in the 1989 NCDA Gallup Survey was not affordable. That survey—not this one—should be considered as the primary

NCDA attempt to survey career development of persons in various racial groupings.

The serious reader will want to refer frequently to one or more of the four appendices to this report. These include:

*Appendix A: Sample Design.* The Gallup Organization presents an accounting of the standardized data collection procedures used in the survey. In addition, this appendix contains three tables: (a) a table to be used to identify data regarding the range within which the true percentage is likely to fall for various percentages and various *n*s, (b) a table to be used in calculating the sampling error between percentages in the 20% or 80% range, and (c) a table to be used in calculating the sampling error between percentages in the 50% range.

*Appendix B: Survey Questions.* This appendix contains the questions worded exactly as the Gallup data collectors conducted their telephone surveys. It will be especially important for readers to study these questions in order to determine (a) those questions asked of all respondents as opposed to a portion of respondents, and (b) those questions for which respondents were allowed only one response as opposed to those where they could choose multiple responses.

*Appendix C: Sample Composition.* This appendix includes information about the characteristics of the survey sample.

*Appendix D: Detailed Findings.* This appendix contains all of the data used in Chapters 3–7, along with information pertaining to the weighted base used for each question. Readers will want to consult this appendix frequently. It will be easy to use the data in this appendix if persons read down columns to see the number of respondents from any given subcategory providing each of the possible answers to any given question. Persons should then read across rows to compare how persons in various subcategories responded to each possible choice for each item. With the way data are reported in *Appendix D*, data for any given question cannot be compiled so that special subcategories representing various combinations of categories can be formulated and analyzed. For example, it is impossible to identify the number of Black males in the age category 18–25 who had attained any one of the six levels of education used in the survey. Had this been attempted, a very large sample would have been required in order to have a sufficiently large *n* in each of the numerous cells. That kind of sampling effort simply could not be afforded. That is why responses have to be considered separately category by category.

All Gallup surveys with the kinds of telephone data collection procedures described in *Appendix A* report results based on an assumption that respondents tell the truth when answering questions posed by Gallup pollsters. This survey was conducted based on that assumption. Thus, in looking at the results, one can never say, "We know this to be true." Instead, the appropriate statement will be "X% of respondents in the category reported this to be true." Those readers who place little or no confidence in respondent self-reports will have no reason to study and/or act on the findings reported here. Those who use these data will be persons who basically believe that Gallup poll respondents at least try to tell the truth when asked questions by a Gallup pollster.

## Summary of Key Overall Findings

Each of the following four chapters includes a detailed analysis of findings with respect to differences found among respondents in one of the following categories: (a) age, (b) race, (c) education, or (d) gender. Selected findings are highlighted below in "bullet" form based on the entire sample of 1,046 respondents. These are the broad generalizations one can make regarding those adults included in this Gallup survey. Many readers will want to compare these broad, overall findings with specific findings reported later for respondents in one or more categories.

Findings with respect to career development as reported by all respondents were:

- 53% were employed full-time.
- 36% were in occupations where they made a conscious choice and followed a definite plan.
- 8% were in occupations where they took the only job available.
- 52% liked their current jobs "very much."
- 53% reported they will need more formal training to increase their earning power.
- 25% reported their employer provided them with 31 days or more of training last year.

Findings with respect to career decision-making assistance were:

- 15% would seek help from a professional counselor if they had a career problem.
- 32% had actually visited with a professional counselor about career decisions.
- 82% of those who had visited with a counselor judged counselors very or somewhat helpful.
- 32% sought help from friends, neighbors, and/or associates in making career decisions.
- 19% sought help from relatives in making career decisions.
- 9% had visited with a private practice counselor.
- 8% didn't or wouldn't know where to go for help in making career decisions.

Findings with respect to occupational information were:

- 47%—more than any other source—had used newspapers/magazines/television for career information.
- 33% had used no sources to find occupational information.
- 7% had used a high school career information center to find career information.
- 78% reported career information was available to them when they needed it.
- 88% judged available career information to be useful to them.
- 62% stated usefulness of career information should be improved.

Findings with respect to need for a "careers" emphasis in high school educational reform were:

- 51% stated more should be done in helping students choose careers.
- 60% stated more should be done in helping students acquire job skills.
- 54% stated more should be done in helping students develop skills related to jobs now existing in their communities.
- 64% stated more should be done in placing former students into jobs.
- 57% stated more should be done in helping students learn how to use career information.
- 58% stated more should be done in helping students develop job-getting skills.
- 37% stated more should be done in preparing students for college.

The four sets of findings reported above pertain to the total sample of U.S. adult citizens included in this NCDA Gallup survey. In this sense, they provide a great deal of useful and interesting information pertaining to U.S. adults as a whole. Each of the four chapters that follow is devoted to comparing these overall results with those for a specific portion of the whole.

## CHAPTER 3

# Relationship of Levels of Education to Various Aspects of Career Development

Great emphasis is currently being placed on the need for the U.S. to change from a "low skills" to a "high skills" occupational society that will help us compete better in the international market place (National Center on Education and the Economy, 1990). The importance of learning how to think while working is currently being strongly advocated (Marshall & Tucker, 1992). Both of these trends clearly call for an increased emphasis on the importance of education as preparation for work.

The call for increased education on the part of those seeking employment is currently being heard most dramatically in the case of the 70% of all Americans who will never be graduates of a 4-year college or university. For such persons, the need for acquisition of specific occupational skills demanding some form of postsecondary education at the sub-baccalaureate level appears to be receiving special attention.

Persons who attempt to enter the occupational society with few, if any, skills other than those provided by a high school education are believed to be headed toward what is being called the "secondary labor market," that is, dead-end jobs with little prospect for advancement, no tenure, no health or retirement benefits, low wages, and demanding almost no hard thinking on the part of the employee. If career counselors are to help such youth avoid the secondary labor market, it is widely believed they should help them enter some form of postsecondary education.

Americans continue to believe that the very best kind of postsecondary education is the 4-year college or university. Counselors who attempt to help their clients consider other kinds of postsecondary education at the sub-baccalaureate level are often criticized by both parents and youth. Part of the American dream for many parents consists of hopes that their children will obtain a 4-year college/university degree. The prediction that up to 30% of 4-year college/university graduates between 1990 and 2005 will, because of a surplus of college graduates, be forced to take jobs not requiring a college degree (Shelley, 1992) has not seemed to matter.

These conditions have resulted in a wide variety of questions that need to be answered by professional career counselors as they seek to help their clients—both youth and adults—in the career development process. Such questions include, for example: (a) Is a 4-year college degree really the best way of preparing oneself for occupational success? (b) What advantages, if any, does the high school diploma hold over being a high school dropout? (c) Are those who enter but fail to graduate from a 4-year college program better off in the occupational society than those who have completed some other kind of postsecondary sub-baccalaureate education? and (d) What differences in occupational success exist between those with a high school diploma and those with various kinds of postsecondary sub-baccalaureate education?

In an attempt to gather data helpful in answering these questions, respondents were asked to classify themselves in one of six categories with respect to the highest level of education they had attained. These included: (a) less than a high school graduate, (b) high school graduate, (c) postsecondary vo-tech education graduate, (d) community college graduate, (e) some 4-year college attendance, and (f) 4-year college graduate.

Responses of persons in each of these six categories were tabulated for each possible response to each of 24 questions in the 1993 version of the NCDA Gallup Survey. The raw data for these comparisons are in *Appendix D*. Only those comparisons judged to be of special interest to the greatest number of NCDA members were selected for discussion. Readers are encouraged to make other comparisons for themselves using the data in *Appendix D*.

## Career Development of Respondents at Various Educational Levels

Question 1 asked respondents to classify themselves in one of the following employment classifications: (a) employed full-time, at least 35 hours a week; (b) employed part-time, less than 35 hours a week; (c) not employed; and (d) don't know/refused. In four of the six categories, about 55% of respondents reported themselves to be employed full-time. The two exceptions were in the "less than a high school graduate" category where only 1 in 6 reported themselves to be employed full-time, and the "4-year college graduate" category where almost 7 in 10 did so. In terms of chances of finding employment, it's typically best to be a 4-year college graduate and worst to be a high school dropout.

Question 3 asked respondents if, during the past year, they needed help in selecting, changing, or getting a job. In studying these data, it seems better to think in terms of "opportunities" rather than in terms of "problems." Those persons graduating from some kind of postsecondary vo-tech institution, persons who had completed part of a 4-year college program, and persons who were 4-year college graduates appeared to have had greater opportunities to select, change, or get a job than did persons who were either high school dropouts or high school graduates. Because of the small *n* involved, the data reported here for community college graduates cannot be meaningfully interpreted.

Question 14 asked respondents to judge whether or not they think they will need more formal training or education during the next few years. About one-half of 4-year college graduates (48%) and high school dropouts (47%) and fewer than one-half of high school graduates (41%) indicated they think they will need such training. On the other hand, about 2 in 3 community college graduates and persons who completed part of a 4-year college program reported they will need further training, and about 3 in 4 graduates from postsecondary vo-tech programs reported they will need further education or training. In general, then, it can be said that those who believe they will most likely need further education or training during the next few years are persons who have engaged in some form of postsecondary education/training at less than the baccalaureate level. The need to pay special attention to helping such persons make further education/training choices is made very clear from these data.

Question 15 asked respondents to indicate where they can get the kind of further training they may need to increase their earning power. Of persons in the educational category "less than high school graduate," 1 in 8 indicated they expect to receive such training from their employer. In all other categories, between 1 in 4 and 1 in 5 indicated this to be true for them. Among both 4-year college graduates and persons who had attended a 4-year college but failed to graduate, almost one-half expected to receive the kind of further education/training they need in a 4-year college/university setting. Among those who reported themselves to be (a) less than a high school graduate, (b) high school graduate, or (c) postsecondary vo-tech program graduate, about 1 in 5 indicated they expect to receive further training/education they will need from a business, technical, or trade school. Apparently, today's workers are not expecting the large increases in employer involvement in employee training that many are calling for today. This is a serious problem and one deserving of priority discussion among policy leaders.

Question 18 was closely related, asking respondents to provide information regarding any kind of special job training their employer had provided them. Among respondents in all six education categories, about 1 in 3 indicated their employer had provided no kind of special job training. This was the most common response given by respondents to this item. Of those reporting they had received 31 days or more of such training, about 1 in 4 were persons who had completed some postsecondary training and about 1 in 5 were either high school graduates or high school dropouts. It is clear that most employers are still not making significant contributions to meeting the training needs of their employees. These data also indicate that those workers with the largest amount of education are the ones most likely to find employers investing in providing them with future education and training. This puts those persons with no postsecondary education or training at an even bigger disadvantage. If this is not corrected, the discrepancy between those with the most and those with the least education/training for employment can only widen. At present, employers appear to be contributing to making things worse, not better, in terms of lessening this discrepancy.

Question 16 asked respondents to indicate how well their formal training and education are being used in their present jobs. Question 20 asked them to indicate how well such training was used in their last jobs. If only those who chose the "very well" response are considered, it appears that, when all six categories of education are examined, things appear to be slightly better for respondents in their current jobs than in the last jobs they held. The exact percentage figures are included in Table 3.1.

**Table 3.1**

*** PERCENT WHO SAID THEIR EDUCATION IS BEING USED "VERY WELL" ***

| Educational Category | % Last Job | % Current Job |
|---|---|---|
| Less than high school graduate | 32.9 | 16.7* |
| High school graduate | 36.6 | 44.5 |
| Post high school vo-tech graduate | 45.2 | 48.7 |
| Community college graduate | 40.3 | 53.9 |
| Some 4-year college | 33.3 | 31.2 |
| 4-year college graduate | 48.6 | 53.3 |

**Note* The *n* on which this percentage is based is only 14, and should be ignored.

The only classification not appearing to improve in terms of the degree to which their education and training are being utilized in their present jobs is the "some 4-year college" category. When responses to these items are examined for the "not well at all" response, the lack of improvement becomes even more clear, as shown in Table 3.2.

**Table 3.2**

*** PERCENT WHO SAID THEIR EDUCATION IS BEING USED "NOT WELL AT ALL" ***

| Educational Category | % Last Job | % Current Job |
|---|---|---|
| Less than high school graduate | 10.2 | 9.7 |
| High school graduate | 14.4 | 7.1 |
| Post high school vo-tech graduate | 13.8 | 7.7 |
| Community college graduate | 17.6 | 9.2 |
| Some 4-year college | 24.0 | 22.5 |
| 4-year college graduate | 14.6 | 6.7 |

These data indicate that, in general, as employees change jobs, the formal education/training they have received tends to be better utilized. The figures indicate very encouraging signs except for the "some 4-year college" category. Persons in this category were more than twice as likely as persons in any other educational category to report their formal education and training is being used "not well at all." The need to provide much improved career development assistance to persons who drop out of 4-year colleges prior to graduating is obvious. Of those who begin a 4-year college degree program, roughly one-half fail to earn a bachelor's degree. The career development needs of such persons is a topic deserving of serious study and positive corrective actions. These figures are simply too staggering for any other conclusion to be reached.

Question 19 followed up the "current job" picture by asking respondents to judge—on a 4-point scale—how much they like their current jobs. When data are analyzed across all six educational categories, it appears that a small but definite relationship exists between the amount of education persons have received and how much they like their current jobs. When data from responses "very much" and "quite a bit" are combined, this relationship becomes obvious and can be seen in Table 3.3.

**Table 3.3**

*** PERCENT WHO SAID THEY LIKE THEIR JOB "VERY MUCH," "QUITE A BIT" ***

| Educational Category | % Very Much | % Quite a Bite | % Total |
|---|---|---|---|
| Less than high school graduate | 53.2 | 20.4 | 73.6 |
| High school graduate | 53.8 | 21.5 | 75.3 |
| Post secondary vo-tech graduate | 49.6 | 29.4 | 79.0 |
| Community college graduate | 50.8 | 29.2 | 80.0 |
| Some 4-year college | 45.7 | 36.6 | 82.3 |
| 4-year college graduate | 56.1 | 30.4 | 86.5 |

This same kind of relationship can be seen in terms of worker dissatisfaction. When those workers who chose the "a little bit" or the "very little" response to this question are enumerated, it can be seen that, among both high school dropouts and high school graduates, about 1 in 4 workers chose one of these two responses. On the other hand, only about 1 in 5 workers in the "post high school vo-tech" or the "community college" category chose one of these two responses and only 1 in 6 of the "some college" and the "4-year college graduate" categories did so. This can be seen in Table 3.4.

Question 17 asked respondents to make a judgment regarding what is likely to happen with regard to their present jobs. Here, in four of the six educational categories, about 2 in 3 workers indicated they believe they will stay with their present employer. The only exceptions were the "less

**Table 3.4**

*** PERCENT WHO SAID THEY LIKE THEIR JOB "LITTLE BIT," "VERY LITTLE" ***

| Educational Category | % Little Bit | % Very Little | % Total |
|---|---|---|---|
| Less than high school graduate | 23.3 | 3.1 | 26.4 |
| High school graduate | 15.5 | 9.2 | 24.7 |
| Post secondary vo-tech graduate | 9.7 | 9.4 | 19.1 |
| Community college graduate | 10.7 | 8.1 | 18.8 |
| Some 4-year college | 8.8 | 6.4 | 15.2 |
| 4-year college graduate | 7.2 | 5.6 | 12.8 |

than high school graduate" (47%) and the "some 4-year college" (57.5%) categories. Close examination of these data indicated a clear relationship between the amount of education possessed and the tendency of a respondent to choose the "I will choose to change jobs" category. The more education one possesses, the more likely it is that this response will be chosen.

Question 21 asked respondents who had held a previous job about why they left the last job they held. Among the six educational categories, only the "4-year college graduate" found more than one-half of all respondents (54%) indicating they left their last job because of their decision to resign. Four of the other categories found between 40% and 50% giving this response. A huge discrepancy existed, however, in two places for those respondents with formal education in the "less than high school graduate" category. Of these persons, only 1 in 6 indicated they quit their last job—a considerably smaller percentage than in any other category. Moreover, 35% of persons in this category indicated they left their last jobs because they "retired/retired with a disability." In no other educational category did as many as 15% of respondents choose this response. The *n* for persons in this category choosing this response ($n = 115$) is too large to be explained as a simple chance happening. An obvious need exists to study in detail the job-changing experiences of persons in the "less than high school graduate" category. A real question exists with reference to the extent such persons can be said to choose careers rather than settle for existing jobs.

This matter becomes even more obvious when responses to Question 22 are examined. Here, respondents were asked to indicate how they first got started on their present jobs or careers. While over one-half (54%) of 4-year college graduates, 2 in 5 community college graduates, and 1 in 4 high school graduates, postsecondary vo-tech graduates, and persons in the "some 4-year college" category indicated they "made a conscious choice and followed a definite plan," 18% of those in the "less than high school graduate" category chose that response. The frequency with which career decisions of persons in the "less than high school graduate" category were based on factors other than their own choosing can be seen by noting that

32% of them chose the "influenced by friends and associates" response and 28% chose the "took the only job available" response. These data strongly reinforce the question raised above with respect to the degree to which such persons choose or settle for the careers they follow. Career development professionals cannot ignore this question.

## Perceptions of Adult Workers at Various Educational Levels Regarding the Role and Effectiveness of Professional Counselors in Career Development

The generic problem of choice also extends to all other educational categories included in Question 22. Between 1 in 5 and 1 in 3 workers in each of these categories indicated they first got started in their present jobs or careers "through a series of chance circumstances." Under 5% of respondents in every category indicated they first got started because of the influence of a professional school, college, or career counselor. When "chance" is chosen by adults more than five times as often as "counselors" as a means of getting started in a job or career, a variety of possible explanations is needed. Some career development professionals will regard these data as positive indicators of the degree to which the counselor's role is to help the client make decisions without imposing the counselor's own value system. Others may view these data as indicative of a need to greatly increase the availability of professional career counselors. Still others can be expected to interpret these data as indicators of counselor ineffectiveness. The time has passed when career counselors can simply continue business as usual. Some valid explanation of these data is called for. These Gallup poll data cannot be ignored.

A possible explanation can be identified by examining the data found in respondents' answers to Question 4: If you did or would need help (in career planning) from whom did you or would you seek it? More than twice as great a percentage of 4-year college graduates (21%) as high school graduates (10%) selected the "professional counselor" response to this question. Of the 15 possible sources of help listed for this question, "friends/neighbors/associates" was selected most often at all levels of education—and especially so for persons who were post high school votech graduates (44%) and 4-year college graduates (40%). "Job placement specialist in private practice" was in second place (23%). In third place, however, and very close to second place was the category of "professional career, school, or college counselor" (21%).

Question 9 focused specifically on the influence of school and/or college counselors as persons with whom adult workers have visited regarding possible career choices. A definite relationship with educational level can be seen from examination of these data. Only 5% of persons with less than a high school diploma reported visiting with a professional counselor. At the other extreme, 52% of 4-year college graduates reported visiting with such a person. While about 1 in 6 "high school graduates" visited with a professional counselor, 2 in 5 persons with some form of postsecondary education at the sub-baccalaureate level reported doing so. The need for providing more professional counselor help appears to be especially great for those high school students seeking to enter the labor market with only a high school diploma. Unless they pursue some form of postsecondary education, many of these youth are almost certain to enter in the secondary labor market and remain there for several years before gaining entry to the primary labor market. The need for providing more counseling opportunities for persons enrolled in some form of sub-baccalaureate postsecondary education program is also indicated from these data. So, too, is the need to provide counseling for persons who enroll in a 4-year college/university program but leave prior to earning a bachelor's degree.

Question 20 asked respondents who visited with a professional counselor in a school or college to rate the helpfulness of that counselor in career choices being made by the respondent. In general, about 80% of respondents at all educational levels except one judged their counselor to be either "very good" or "somewhat good" in helping them with career choices. The one exception was respondents who are graduates of a postsecondary vo-tech program. Here, about 2 in 5 judged their counselors as very good and only 1 in 10 judged them to be not good. When these data are compared with those reported for Question 22, it appears that those who interpret Question 22 data as indicative of counselor ineffectiveness are probably in error. On the contrary, Question 20 data are very supportive of professional counselors in schools and colleges.

The number of agencies/organizations offering to provide persons professional career counseling on a fee-charging basis appears to be increasing. Question 11 was designed to assess the extent to which such agencies are being utilized by today's adult workers. The general answer appears to be "not much." No respondent with less than a high school education reported visiting with a fee-charging counselor and fewer than 1 in 20 high school graduates did so. The most common practice was seen in the case of 4-year college graduates, where about 1 in 5 reported visiting with a professional counselor in a fee-charging agency. For other postsecondary categories, about 1 in 10 reported such visits.

## The Use and Utility of Occupational Information in Career Development by Persons at Various Educational Levels

Both the National Career Development Association (NCDA) and the National Occupational Information Coordinating Committee (NOICC) have a strong interest and a deep concern with respect to the helpfulness of occupational information in career decision making. Thus, 5 of the 24 items in this Gallup poll were concerned with the use and utility of occupational information in career development. Responses to these items are discussed here.

Question 13 asked respondents to indicate whether or not, if they could start over in planning their life work, they would try to get more job/career information than they did the first time. About 3 of every 4 respondents in each educational category except "4-year college graduate" indicated they would do so. Among 4-year college graduates, 2 in 3 gave this response. There is no doubt that respondents generally felt having more job/career information would have been helpful to them when they were making their job/career decisions.

Question 5 sought to discover where today's adult employed workers received the information they now possess regarding jobs and careers. Of the various kinds of resources listed in this item, the most popular response was "newspapers/magazines/television," with roughly one-half of all respondents possessing some form of postsecondary education and 1 in 3 of those with a high school education or less choosing this response. Among 4-year college graduates, 2 in 5 found career information in a career information center at their college. For those respondents who were graduates of a postsecondary vo-tech institution, 1 in 5 reported getting information regarding jobs and careers from a public job service or job training program. This was not true for any other category. Among high school graduates, 2 in 5 reported using no sources to obtain occupational information and, among those with less than a high school education, more than one-half (55%) reported using no sources. It appears that a definite relationship exists between amount of education and use of job/career information. Those who possess the most education tend to possess the most job/career information.

Question 6 asked respondents to indicate whether or not job/career information was available when they were making job changes or choices. Responses were generally positive, with roughly 3 in 4 of all respondents (except those in the "less than high school" category) indicating such information was available. Even among those in the "less than high school" category, 2 in 3 indicated this to be true for them.

In an effort to assess the usefulness of available job/career information, Question 7 asked respondents to judge this information on a "Yes/No" basis. Over all six educational levels, when asked if the available information was useful in making job/career decisions, almost 9 in 10 of all respondents gave the "Yes" answer to this question. This is very encouraging indeed.

Finally, Question 8 asked respondents to judge whether or not a need exists to improve the quality of job/career information still further. About 2 in 3 respondents in each of the six educational levels indicated that the "usefulness of information about jobs and careers should be improved."

With the exception of high school graduates, about 1 in 4 judged the usefulness of job/career information to be adequate as it now exists. For some reason not apparent from the data, 2 in 5 respondents in the "high school graduate" category judged the job/career information available to them is "adequate as it is." In view of responses given to other questions regarding occupational information, it seems advisable to interpret this expression of need as yet another indicator of the fact that such information is valued by adult workers.

## Recommendations of Persons at Various Educational Levels for Inserting a "Careers" Emphasis in Secondary Education Reform

As a final part of this Gallup poll, respondents were provided with seven specific suggestions for high school reform with some "careers" emphasis. For each suggestion, the respondent was asked to indicate whether he/she felt that, in today's high schools, too much attention, not enough attention, or about the right amount of attention is currently being paid to implementing the suggestion. Findings from various educational levels are reported here.

A number of generalizations seem appropriate when data from these seven suggestions are viewed as a set. These include:

1. Very few respondents chose the "too much attention" response. The employed adults in this sample do not feel that high schools are currently overemphasizing a "careers" emphasis with their students.
2. Between 10% and 20% of respondents either indicated they didn't know how to respond or refused to respond. This is a higher "no response" rate than for most other items in the survey instrument.
3. The educational level where respondents were least likely to indicate that not enough attention is being devoted to the suggested activity is the "less than high school graduate" category. Over 25% of respondents in this category refused to respond. It is possible that these persons are generally discouraged in terms of expecting helpful changes in the high schools they attended.
4. The educational level where respondents were most likely to indicate that "not enough attention" is being devoted to the suggested activity is the "some 4-year college" category. Data from six of the seven suggestions found a greater percentage of respondents in this category choosing the "not enough attention" response than respondents in any other category. Persons in this educational level were the most supportive of changing high schools to provide the kinds of careers emphasis found in these seven suggestions.

In terms of responses regarding the seven suggestions, the following generalizations appear to be appropriate.

1. *Helping students choose their careers.* Except for the "less than high school" category, about one-half of respondents said not enough attention is being paid to this suggestion and 1 in 3 said about the right amount of attention is being paid to it.
2. *Helping students who do not go to college develop skills so they can get jobs after graduation.* About 7 in 10 of those in the "some 4-year college" category and about 6 in 10 of those in four of the other categories said not enough attention is being devoted to this suggestion. Only 1 in 2 of the "less than high school graduate" category chose this response.
3. *Helping students develop skills in identifying jobs that are open in their communities.* Respondents in the "post high school vo-tech graduate" category differed significantly from all others, with 44% indicating that about the right amount of attention is currently being devoted to this activity. In all other categories, between 25% and 30% chose this response. Respondents in the "post high school vo-tech graduate" category appeared to feel this need is currently being met best while those in "some 4-year college" category (62%) were most apt to indicate that not enough attention is being devoted to this suggestion.
4. *Placing students who have dropped out or graduated into jobs.* About 3 in 4 respondents in both the "community college" and "some 4-year college" categories said not enough attention is being devoted to this suggestion, while 2 in 3 persons in the "high school graduate," "post high school vo-tech graduate," and "4-year college graduate" categories indicated this to be true. Only among those in the "less than high school" category did fewer than 50% of respondents indicate that "not enough attention" is being devoted to this area. This is yet another indication that persons in the "less than high school" category may have given up in terms of expecting high schools to be of help to them.
5. *Helping students learn how to use occupational information about salary and working conditions.* Between one-half and two-thirds of respondents chose the "not enough attention" response to this suggestion. A positive relationship appears to exist between the percentage of respondents choosing this response and the educational category in which the respondent belongs. The higher the level of education, the more likely the respondent was to indicate that "not enough attention" is being paid to this suggestion. Once again, the highest percentage of respondents choosing this response were those in the "some 4-year college" category (69%).
6. *Helping students develop the skills they need to get jobs such as job interviewing techniques.* About 1 in 3 persons in both the "less than high school" and "high school graduate" categories reported "about

the right amount of information" is being provided here but only about 1 in 5 persons with more education chose this response. The category with the highest percentage of respondents indicating that "not enough attention" is being paid to this suggestion was the "some 4-year college" category (68%).

7. *Preparing students for college.* This suggestion, more often than any of the others, tended to find 50% or more of respondents reporting that "about the right amount of attention" is being paid to the suggestion. This was true for students in the "high school graduate" (50%), "community college graduate" (53%), "some 4-year college" (52%), and "4-year college graduate" (51%) categories. In general, close to one-third of respondents in all categories indicated that "not enough attention" is being devoted to this activity. In view of the apparent tendency of high schools to emphasize preparing students for college over all other alternatives, it seems strange to see roughly 1 of every 3 adult respondents indicate that still more emphasis should be placed on this suggestion.

## Placing Various Educational Levels in a Trend Perspective

In an attempt to discover a broader perspective regarding differences in respondent answers given by persons classified in these six educational levels, three tables have been constructed. Each includes data showing the percentages of respondents in each of the six educational levels giving a particular response.

Table 3.5 includes data from questions serving as indicators of career development. For each question, the percentage of adults in the total sample answering in a particular way is presented. Following this, the percentage of adults in each of the six levels of education answering in that way is provided. Finally, Table 3.5 includes the rank order of each percentage. By studying the data in this table, the reader can discover any differences between the percentage of respondents in any given educational level and the percentage of respondents in the total sample. The reader can also compare the differences in responses among respondents in all six categories of educational level.

Examination of the rank order of respondents in each of these six levels of education for all eight indicators of career development show that the "less than high school graduate' level ranked the lowest on seven of the eight career development indicators. Conversely, respondents in the "4-year college" level ranked the highest, that is, rank order #1 on three of the eight categories and #2 on 3 others. Those in the "high school graduate" level ranked #5 on four of the eight categories and #4 on two others. In general, they appeared to be slightly better off than persons in the "less than high school graduate" category, but generally lower than persons in

**Table 3.5**

*** INDICATORS OF CAREER DEVELOPMENT AMONG RESPONDENTS ***

| | | Educational Level | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | <High School Graduate | | High School Graduate | | Vo-Tech | | Community College | | Some College | | 4-Year College | |
| Career Development Indicator | Total % | % | Rank | % | Rank | % | Rank | % | Rank | % | Rank | % | Rank |
| Q1-Employed full-time | 53 | 16 | 6 | 56 | 4 | 59 | 2 | 58 | 3 | 55 | 5 | 68 | 1 |
| Q22a-Made conscious choice and followed definite plan | 36 | 18 | 6 | 29 | 3 | 28 | 4 | 40 | 2 | 27 | 5 | 54 | 1 |
| Q22c-Took only job available | 8 | 28 | 6 | 9 | 5 | 1 | 1 | 6 | 2.5 | 7 | 4 | 6 | 2.5 |
| Q19-Like current job "very much" | 52 | 53 | 3 | 54 | 2 | 50 | 5 | 51 | 4 | 46 | 6 | 56 | 1 |
| Q14-Will need more formal training to increase earning power | 53 | 41 | 6 | 47 | 5 | 73 | 1 | 65 | 2 | 62 | 3 | 48 | 4 |
| Q-18-Employer provided 31 days or more of training | 25 | 16 | 6 | 20 | 5 | 28 | 2 | 29 | 1 | 26 | 4 | 27 | 3 |
| Q18b-Employer provided no more than one day of job training | 8 | 13 | 6 | 10 | 5 | 8 | 3 | 6 | 1 | 9 | 4 | 7 | 2 |
| Q16-Formal education/training being used "very well" in current job | 45 | 17 | 6 | 45 | 4 | 49 | 3 | 54 | 1 | 31 | 5 | 53 | 2 |

*Note.* *N* = 1,046; Q = Question

any of the educational levels at the postsecondary education level. Among the three categories of postsecondary sub-baccalaureate, the "community college graduate" was ranked #1 three times and #2 three times. The "vo-tech graduate" category was ranked #1 twice. On the other hand, the "some college" category received no #1 rankings and only once did it receive a rank as high as #3. Viewed as a whole, it appears that the rank order for those categories in terms of their relative degree of "career development" is as follows:

Rank #1 - Four-year college graduates.
Rank #2 - Community college graduates.
Rank #3 - Vo-tech institution graduates.
Rank #4 - Four-year college dropouts.
Rank #5 - High school graduates.
Rank #6 - High school dropouts.

Table 3.6 contains data from those items related to providing career decision-making assistance among respondents from various levels of education. As with Table 3.5, the reader can use this table to see the discrepancy, if any, between the responses given by respondents in any given education level category and those provided by the total sample of 1,046 persons. Responses from the educational levels may also be compared.

While not as clear-cut as findings reported in Table 3.5, the same general trends appeared for assistance in career decisions. The least amount of assistance, on the average, was reported by high school dropouts, whose responses ranked #6 on four of the eight career interaction indicators. Similarly, the "4-year college" category, with four of the highest rankings, appeared to be the one whose members received the greatest amount of assistance in career decision making. It is interesting to note that, when data reporting the numbers who sought help from relatives were tabulated, the highest ranking went to the high school dropout, while the lowest ranking went to the 4-year college graduate. Were "sought help from relatives" considered undesirable rather than desirable, these rank orders would, of course, have been reversed. It is possible that is what should have been done.

Table 3.7 includes comparisons of responses from various education levels in terms of their use and their judgments regarding the usefulness of occupational information. The first column in this table includes data for the total sample of 1,046 persons.

It appears that occupational information is used least by high school dropouts, with four of the seven questions ranked last (#6) for this category. Similarly, it appears that 4-year college respondents used occupational information more often than persons in any other category, with a #1 ranking for three of the seven categories. The #1 ranking of those who believe that the usefulness of occupational information should be improved is the "high

**Table 3.6**

*** INTERACTION WITH PROVIDERS OF CAREER DECISION ASSISTANCE AMONG RESPONDENTS ***

| | | Educational Level | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | <High School Graduate | | High School Graduate | | Vo-Tech | | Community College | | Some College | | 4-Year College | |
| Career Interaction Indicator | Total % | % | Rank | % | Rank | % | Rank | % | Rank | % | Rank | % | Rank |
| Q4a-Sought help from professional counselor | 15 | 10 | 5.5 | 10 | 5.5 | 17 | 3 | 13 | 4 | 20 | 2 | 21 | 1 |
| Q4b-Sought help from a job placement specialist | 18 | 11 | 6 | 16 | 4.5 | 16 | 4.5 | 23 | 2 | 18 | 3 | 24 | 1 |
| Q4c-Sought help from friends, neighbors, and/or associates | 32 | 21 | 6 | 27 | 5 | 44 | 1 | 30 | 4 | 31 | 3 | 40 | 2 |
| Q4d-Sought help from relatives | 19 | 25 | 1 | 20 | 3.5 | 21 | 2 | 20 | 3.5 | 17 | 5 | 14 | 6 |
| Q4e-Didn't or wouldn't know where to go for help | 8 | 9 | 4.5 | 11 | 6 | 9 | 4.5 | 4 | 1 | 7 | 2 | 8 | 3 |
| Q9-Visited with professional counselor about career choices | 32 | 5 | 6 | 15 | 5 | 43 | 3 | 48 | 2 | 42 | 4 | 52 | 1 |
| Q10-Considered counselors very helpful in making career choices | 30 | 38 | 2 | 27 | 5 | 40 | 1 | 23 | 6 | 32 | 3 | 29 | 4 |
| Q11-Visited with private practice career counselor | 9 | — | 6 | 4 | 5 | 10 | 3 | 11 | 2 | 9 | 4 | 21 | 1 |

*Note.* *N* = 1,046; Q = Question

**Table 3.7**

### *** USE OF OCCUPATIONAL INFORMATION AMONG RESPONDENTS ***

| | | Educational Level | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | <High School Graduate | | High School Graduate | | Vo-Tech | | Community College | | Some College | | 4-Year College | |
| Career Interaction Indicator | % | % | Rank | % | Rank | % | Rank | % | Rank | % | Rank | % | Rank |
| Q5a-Used occupational information from newspapers, magazines, and television | 47 | 35 | 6 | 42 | 5 | 57 | 2 | 59 | 1 | 53 | 3 | 48 | 4 |
| Q5b-Used occupational information in a career center in a 2- or 4-year college | 17 | 1 | 6 | 3 | 5 | 17 | 4 | 27 | 2 | 23 | 3 | 41 | 1 |
| Q5c-Have used no sources of occupational information | 33 | 55 | 6 | 42 | 5 | 19 | 2 | 18 | 1 | 26 | 4 | 22 | 3 |
| Q6-Occupational information available when making decisions | 78 | 66 | 6 | 75 | 5 | 81 | 2 | 77 | 4 | 78 | 3 | 83 | 1 |
| Q7-Occupational information useful when making career decisions | 88 | 89 | 3 | 83 | 6 | 89 | 3 | 87 | 5 | 89 | 3 | 92 | 1 |
| Q8-Usefulness of occupational information should be improved | 62 | 71 | 1 | 53 | 6 | 62 | 4 | 60 | 5 | 65 | 3 | 66 | 2 |
| Q13-Would try to get more occupational information if starting over in planning worklife | 72 | 71 | 5 | 74 | 4 | 77 | 2 | 79 | 1 | 75 | 3 | 64 | 6 |

*Note.* *N* = 1,046; Q = Question.

school dropout" category, with the #6 ranking for this question going to "high school graduate." The "high school graduate" category received rank order #6 on four of the seven questions and rank order #6 on two others. The "some college" category found all rank orders to be either #3 or #4. In terms of the relative degree to which persons in the various categories used occupational information and found such information to be useful, the rank order seems to be as follows:

Rank #1 - Four-year college graduate.
Rank #2 - Community college graduate.
Rank #3 - Vo-tech institution graduate.
Rank #4 - Four-year college dropout.
Rank #5 - High school graduate.
Rank #6 - High school dropout.

## Closing Remarks

Data presented in this document illustrate the fact that significant differences in career development exist among adults with various kinds of educational experiences. Career development and type/level of education attained are definitely related for most persons.

These data also indicate that some form of postsecondary education will be required for most persons to make positive progress in career development. Career development problems for persons in both the "high school graduate" and "high school dropout" categories are serious now and will undoubtedly become even more serious in the future. Most of the 70% of high school youth who will never be graduates of a 4-year college or university will need some other form of postsecondary education if their career development needs are to be adequately met.

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## CHAPTER 4

# Indicators of Gender Differences in Career Development

The National Career Development Association (NCDA) has a long history of participation in the societal movement to bring gender equity to all of American society. There is no need to insert an extensive review of the literature here in order to demonstrate this. Instead, it seems sufficient to simply reinforce such bedrock NCDA operational principles as:

1. Almost all occupational tasks today can be performed by both women and by men.
2. Most of today's K-12 pupils—both male and female—are expected to participate actively in the occupational society as adults.
3. The presence of the dual career/occupation family is rapidly becoming an important part of American society and is a challenge to career development professionals.
4. The presence of sexism in America's occupational society has drastically hindered the career development of many women. It must be eliminated.
5. Equity, not just equality, of career development opportunities should be provided to all persons—women as well as men.

The NCDA monograph of findings from the 1989 NCDA Gallup Survey (Brown & Minor, 1992) focused on a long-standing NCDA commitment to identify and overcome problems associated with career development for various racial/ethnic categories of persons. Because of the multiple ways data regarding various ethnic groups were classified, it was not possible in the 1989 survey to make a comprehensive analysis of findings related to indicators of gender equity in career development. Thus, it was felt important to include an analysis in the 1993 NCDA Gallup Survey. This chapter summarizes results of that analysis.

The 1993 Gallup survey of adult employed workers commissioned by NCDA utilized a sample of 1,046 respondents (471 men and 575 women). The weighted base consisted of 1,202 men (47.6%) and 1,325 women (52.4%). These figures differ somewhat from U.S. Department of Labor reports of women's share of the labor force, which for 1995 is predicted to be about 42% ("Women's Share," 1991). For purposes of this analysis, the essential point is that there were sufficient numbers of both men and women in the sample to make these kinds of analyses meaningful and important. It doesn't matter, for these comparisons, that women were slightly overrepresented in the total sample. What matters is the percentages of employed women workers giving various responses to individual items as compared with the percentages of employed men workers doing so. The presence of gender problems can be made clearly evident. For example, if gender problems were not operating in the culture, the percentages of men and women employed full-time should be very close. As can be seen from the data presented in the *Introduction*, the observed difference of 19.3 percentage points is too large to be attributable to chance alone. Thus, it appears that gender problems are present in terms of the percentage of women versus the percentage of men employed full-time.

This chapter includes an analysis of the extent to which gender equity appeared to be present in terms of career development experiences of respondents; the extent to which male and female respondents interacted with professional counselors in career development; the extent to which men and women differed in terms of their reported use of occupational information; and the kinds of recommendations made by men, as contrasted with women, with respect to the need for inserting a "careers" emphasis into the American system of secondary education.

To determine whether or not a given difference was statistically significant at the .05 level, tables supplied by The Gallup Organization were used. According to these tables, when the number of persons in each of two samples is close to 500 (as is the case here where we have 471 males and 575 females) and the percentages are near either 20 or 80, the observed difference must be 5 to be statistically significant at the .05 level. Where the percentages are near 50, the observed difference must be 7 in order to be statistically significant at the .05 level.

## Gender Equity Problems in Reported Career Development Experiences of Respondents

No statistically significant differences were found on the following indicators of possible gender equity problems in career development. In each comparison, the percentage of women giving the response appears first followed by the percentage of men.

1. Reported they needed help in selecting, changing, or getting a job in the last year (8.5%–10.1%).
2. Reported they will need more formal training or education to

maintain or to increase their earning power in the next few years (54.7%–51.2%).

3. Reported they will probably get the kind of training they will need from their employer (21.8%–24.0%).
4. Reported they will probably get the kind of training they will need from a 4-year college or university (32.9%–27.5%).
5. Reported they will probably get the kind of training they will need from a business, technical, or trade school (11.5%–15.7%).
6. Reported their formal education and training are now being used in their present job either "very well" or "fairly well" (81.1%–82.7%).
7. Reported they like the job they now hold "very much" (53.8%–51.0%).
8. Reported they will stay with their current employer for at least another three years (59.5%–64.7%).
9. Reported they left their last job because they
   a. quit (44.3%–40.9%).
   b. were fired (1.8%–3.1%).
   c. wanted a better job/more money (1.3%–6.2%).
   d. got married/became pregnant (4.9%–0.1%).
   e. retired/retired with a disability (10.6%–16.3%).
10. Reported they first got started in their present job/career when they
    a. made a conscious choice and followed a definite plan (38.4%–33.6%).
    b. were influenced by chance circumstances (29.5%–25.9%).
    c. were influenced by parents and relatives (7.8%–14.2%).
    d. took the only job that was available (8.0%–7.7%).
    e. were influenced by a professional school/college counselor (2.9%–2.9%).

While some of these differences came fairly close to being statistically significant at the .05 level of confidence (#s 8, 9c, 9e, 10c), none of them were. Statistically significant differences appeared for only two items. For the question "If your employer has provided you with any kind of special job training, how long was that training?" statistically significant differences were found for the response "31 days or more," with 16.9% of women choosing this response as compared with 31.5% of men. This is a major and important finding serving as a clear indication that, at least in terms of persons in whom employers see fit to invest their own training dollars, there seems to be a definite tendency to favor men over women. In this sense, problems of gender equity appear to be "alive and well" in America's occupational society.

The second statistically significant difference appeared in this same item for those who chose the response "not more than one day," with 11.4%

of women as opposed to 5.6% of men choosing this response. For both of these responses, gender bias clearly seems to be operating. Gender equity appears to be a serious problem in the total occupational society. However, with only 2 comparisons of 19 made on various aspects of career development showing statistically significant differences between women and men, it seems appropriate to conclude that, with respect to 17 of these matters, there is no statistical evidence of gender bias in the labor market. On the contrary, data reported here may be considered useful by those who wish to claim that gender equity is no longer a serious concern in the occupational society of the United States. These data do not, of course, justify such a broad claim. On the contrary, these findings hold only for the specific samples used here and the specific questions asked of respondents.

In an attempt to put distinctions in career development reported by men and by women in an even better perspective, Table 4.1 includes the percentages reporting each of eight positive career development indicators.

Only Question 18a resulted in statistically significant differences between the responses of men and women. A slight trend appeared in favor of men, with men ranked #1 four times as opposed to three times for women. Other than the one important item concerned with provision of career training by employers, none of the indicators presented in Table 4.1 lead to a concern for gender bias.

## Gender Equity in Perceived Role and Effectiveness of Professional Counselors

According to data supplied by The Gallup Organization, when sample sizes are between 500 and 800 for each comparison group, percentages are near 50%, and the difference between them is 8 percentage points or more, the difference is considered statistically significant at the .05 level of confidence. When percentages are near 20%, the difference must be 6 percentage points or more. Using these estimates and following a procedure that calls for listing the percentage of women first and the percentage of men next, the findings are as follows:

First, no statistically significant differences existed between male and female respondents in terms of the percentages of respondents naming each of the following as one to whom they did or would turn if they needed help in making career decisions:

1. Friends/neighbors/associates (29.4%–33.8%).
2. A present or former employer (17.6%–15.7%).
3. Professional career/school/college counselor (16.1%–13.9%).
4. A community, business, and/or religious leader (10.4%–9.4%).

**Table 4.1**

*** INDICATORS OF CAREER DEVELOPMENT AMONG MEN AND WOMEN RESPONDENTS ***

| | Total | Men | | Women | |
|---|---|---|---|---|---|
| Career Development Indicator | % | % | Rank | % | Rank |
| Q1-Employed full-time | 53 | 64 | 1 | 46 | 2 |
| Q22a-Made conscious choice and followed a definite plan | 36 | 34 | 2 | 38 | 1 |
| Q22b-Took the only job available | 8 | 8 | 1.5 | 8 | 1.5 |
| Q19-Like current job "very much" | 52 | 51 | 2 | 54 | 1 |
| Q14-Will need more formal training to increase earning power | 53 | 51 | 2 | 55 | 1 |
| Q18a-Employer provided 31 days or more training in the last year | 25 | 32 | 1 | 17 | 2 |
| Q18b-Employer provided no more than one day of job training last year | 8 | 6 | 1 | 11 | 2 |
| Q16-Formal education/training being used "very well" in current job | 45 | 43 | 2 | 47 | 1 |

*Note* $N$ = 1,046; Q = Question

5. A teacher or school staff member other than a counselor (8.5%–5.2%).
6. A fellow worker (3.7%–3.7%).
7. Myself—I looked on my own (1.9%–4.8%).
8. Someone in my desired field/the employer I want to work for (0.8%–1.6%).

The only one of these categories with a statistically significant difference between responses given by women and men was "relatives," where 22.0% of women and 16.3% of men chose that response. Apparently, women tend to turn to their relatives more often than do men when seeking help in making career decisions.

The relatively low percentages for both women and men reported above are a clear indication of the fact that a majority of the employed adults participating in this survey did not seek help from anyone in making career decisions during the past year. Only in the categories of "friends/neighbors/associates" and "relatives" did as many as 1 in 5 of the respondents indicate she/he had sought help in making career decisions during the last year. While obviously not a majority, the finding that approximately 1 in 5 adult employed workers sought career help from one of these two sources during the last year indicates a need for help that should certainly not be ignored.

The statistically significant difference between the percentage of women seeking help from relatives (22.0%) as opposed to a professional career/school/college counselor (16.1%) is indicative of a need for professional counselors to reflect on the relative priority they place on attempting to help women solve problems of career development.

Question 9 asked respondents to indicate if they had ever visited with a professional counselor in a school or college setting about possible career choices; 31.6% of women and 31.5% of men respondents said, "Yes." With about 1 in 3 persons indicating they had visited with a professional counselor in a school or college setting, the need for professional counselors to become much more active in career development activities is clear and obvious. Almost all youth can be expected to be faced with the need to make a wide variety of career decisions as they move toward adulthood. It does not seem reasonable to assume that 2 of every 3 youth will be able to resolve career problems without needing to consult with a professional counselor. On the contrary, it seems much more reasonable to conclude that professional school and college counselors should be placing a much higher priority on offering to help students with career development problems. To have only 1 in 3 students seek career development help from professional school/college counselors is not good enough. The fact that counselors are equally inattentive to career development problems of both women and men cannot be used to justify this finding.

Question 10 asked respondents who had visited with a professional counselor about possible career choices to judge the quality of help they received from their counselor. A statistically significant difference existed between women (39.4%) and men (20.4%) in judging the help they received from their counselors to be "very good." Women judged their counselors to be "very good" more often than did men; however, when the judgments of "very good" and "somewhat good" were combined for women (82.0%) and for men (81.3%), no statistically significant differences existed. Neither were statistically significant differences found between women (15.9%) and men (16.0%) in terms of judging the help received from professional counselors to be "not good." With only about 1 in 6 of those receiving help from professional counselors making this negative judgment, it seems safe to conclude that most persons seeking help from professional counselors in school and/or college settings judge the quality of the help they received to be at least marginally satisfactory, and at least 1 in 5 judge this help to be "very good." The relative lack of involvement of professional school/college counselors in helping youth with career choice problems cannot be attributed to negative judgments students make regarding the quality of career development assistance they have received. This holds true both for women and for men.

Question 11 asked respondents to indicate whether or not they had ever visited with a professional counselor in a private fee-charging agency about possible career choices. No statistically significant differences existed between the percentages of women (10.0%) and men (7.6%) responding "Yes" to this question. About 1 in 10 women and men reported they had used a private fee-charging agency to solve their problems of career development.

In general, it seems safe to conclude that both the quantity and quality of career counseling being utilized by employed adults—both women and men—either now or in the past leaves much room for improvement. Of these two types of problems, quantitative problems appear to be more serious than qualitative problems. There is ample evidence in these findings to indicate that a sizable majority of these adults did not receive high quality help from professional career counselors while they were students in school and/or college settings. There is also evidence to indicate that the needs of many persons for help in career decision making continue well into the adult years. The need for more and better career development assistance by professional career counselors for both women and men is clear.

## Use and Utility of Occupational Information by Women and Men

Five questions in this Gallup survey asked respondents to respond to questions concerning the use of occupational information by men and women in career development. No statistically significant differences resulted. The results are summarized below.

Question 13 asked respondents whether or not they would, if they could start over again in planning their life work, try to get more information about job/career options than they did the first time. About 3 in 4 of both women (72.7%) and men (71.5%) answered, "Yes." Apparently, most employed adults value occupational information and wish they had had more of it when they were making their job/career decisions.

Question 5 asked respondents to indicate where they went to find occupational information. The largest percentages of both women (48.5%) and men (45.6%) reported they obtained such information from newspapers/magazines/television. This was more than twice as high a percentage than was reported being used for any other possible source of occupational information. Other responses were:

1. A college career information center (18.0%-women) (16.7%-men).
2. The public library (8.4%-women) (10.2%-men).
3. A computerized career information system (5.2%-women) (8.8%-men).
4. A high school career information center (6.5%-women) (7.0%-men).

About 1 in 3 of both women (33.1%) and men (32.1%) reported using no sources to gain information about jobs or careers. It seems likely that many of these persons would be among those answering "No" to Question 13.

Question 6 asked respondents to indicate whether or not the kinds of occupational information they needed for career decisions were available to them. More than 3 in 4 respondents answered affirmatively (78.9% of women, 76.2% of men). This means that about 1 in every 4 respondents —both women and men—indicated that the kinds of information they needed for career decisions were either not available or not needed. While generally positive, this finding also points to the fact there is a long way to go before needed occupational information is routinely available to both men and women.

Question 7 called for respondents to judge the usefulness of the occupational information available to them to make decisions regarding jobs and/or careers. Very favorable results were obtained, with close to 9 of every 10 respondents (89.4% of women and 86.6% of men) saying, "Yes, it was useful." In spite of this finding, when, in Question 8, respondents were asked to indicate whether or not they think the usefulness of occupational information should be improved, about 2 out of every 3 respondents (60.3% of women and 63.8% of men) answered, "Yes." No statistically significant differences between men and women appeared.

In summary, women and men respond in very similar fashion when asked questions regarding occupational information.

## Recommendations for Inserting a "Careers" Emphasis in Secondary Education Reform

As a final part of this NCDA Gallup survey, respondents were provided with seven specific suggestions for high school reform having some kind of "careers" emphasis. For each suggestion, respondents were to indicate whether they felt that, in today's high schools, "too much attention," "not enough attention," or "about the right amount of attention" is currently being paid to implementing the suggestion.

When the percentages of men and of women giving each possible response to each of the seven suggested educational reform changes included in this survey were compared, there were no statistically significant differences. Women and men did not differ very much in terms of their beliefs concerning the need for some kind of career emphasis as part of secondary school reform in the United States. The extent to which they agreed can easily be seen by examining the data in Table 4.2.

The only recommended secondary education reform suggestion that came close to statistical significance was the third item in the table; the difference (62.6–56.8) of 5.8 was less than that required for statistical significance at the .05 level.

**Table 4.2**

*** PERCENT OF SUGGESTED CHANGES AMONG WOMEN AND MEN CHOOSING "NOT ENOUGH ATTENTION" ***

| Suggested Change | % Women | % Men |
|---|---|---|
| Place high school dropouts and graduates into jobs | 64.1 | 64.1 |
| Help students choose their careers | 50.8 | 51.0 |
| Help students who do not go to college develop skills so they can get jobs after graduation | 56.8 | 62.6 |
| Help students develop skills in identifying jobs that are open in their communities | 54.5 | 53.0 |
| Help students learn how to use occupational information about salary and working conditions | 54.7 | 58.8 |
| Help students develop the skills they need to get jobs such as job interviewing techniques | 59.4 | 55.2 |
| Prepare students for college | 37.8 | 36.0 |

*Note.* $N = 1{,}046$

## Closing Remarks

After viewing all of the data pertaining to differences in responses given by women as compared to responses given by men in this survey, it appears that gender equity may not be as serious a problem in the U.S. occupational society as some persons contend. It is equally important to emphasize that problems of gender equity do still exist and remain as important concerns. This is no time to contend that the societal movement to bring gender equity to the occupational society has been won. A very great deal remains to be done. This is a time for continuing commitment to the goals of reducing sexism in career development for all persons. This chapter is a kind of "progress report." The data indicate that American society has apparently made some small but significant steps along the way of eliminating sexism. It is now time to move even more actively toward reaching the goal.

## References

Brown, D., & Minor, C. (Eds.). (1992). *Career needs in a diverse workforce: Implications of the NCDA Gallup survey.* Alexandria, VA: National Career Development Association.

Women's share of labor force, 1975–1990 and projected 1995–2005. (1991, Fall). *Occupational Outlook Quarterly, 35*(3), 13.

# CHAPTER 5

# Indicators of Race Differences in Career Development

During 1988–89, the National Career Development Association (NCDA) reaffirmed its commitment to fostering equity—not just equality—of career development opportunities for minority persons (Hoyt, 1989). The 1989 NCDA Gallup Survey (Brown & Minor, 1992) concentrated on the nature and problems associated with career development for persons from various racial and ethnic backgrounds. In order to do so, oversampling of persons in various racial categories, for example, African-American, Hispanic, and Asian-American, was conducted.

As a result, this survey produced a rich set of data with findings for persons in a wide variety of racial categories. Since it had been only four years since that survey was conducted, the NCDA Board came to a consensus decision that the extensive racial data derived from the 1989 NCDA Gallup Survey continue to be valuable and should remain as NCDA's current major contribution to the literature on the generic topic of Racial Differences in Career Development.

Thus, when making strategic decisions concerning the nature and purposes of the 1993 NCDA Gallup Survey, the emphasis was changed from one concentrating on various racial categories to one concentrating on various categories associated with age and educational levels of respondents. It was necessary to make some changes in the number of racial categories in order to accommodate the increase in categories associated with age and educational level. Had this not been done, the number of cells necessary to accommodate all possible combinations of race, education level, and age would have been so large it would have been financially impossible to undertake the vast amount of oversampling needed to ensure a satisfactory number of respondents in each category.

In making this decision, the NCDA Board was very aware of the continuing importance of maintaining an active NCDA commitment to the elimination of both gender and race differences in career development programs. This was easy for gender matters, that is, all that was necessary was to collect data from both samples of men and from samples of women.

With the sampling procedures used in the 1993 NCDA Gallup Survey, most of the racial categories used in the 1989 survey had an insufficient number of respondents in any given cell. The sole exception was the racial category of Black. Here, a total of 91 respondents was found. While slightly lower than the *n* of 100 respondents desired, the sample was considered close enough to justify its use.

For this analysis, it was decided to use three categories: (a) White, (b) Black, and (c) Other. Since "other" included all other races and ethnic groups there was no way data could be meaningfully interpreted. Thus, for purposes of analyzing data related to racial matters, only responses of those who classified themselves as "White" or "Black" were used. A total of 888 respondents classified themselves as "White," while a total of 91 respondents classified themselves as "Black."

Using these *n*s and consulting the sampling tolerance charts supplied by The Gallup Organization, the difference in percentage points required for statistical significance at the .05 level of confidence when the percentage points are in either the 20% or 80% range is 9. Where the percentage points are in the 50% range a difference of 11 percentage points is required for statistical significance at the .05 level.

To make the data reported here maximally useful as part of this total report, findings are organized and presented with the same topical headings used in reporting findings regarding indicators of gender differences in career development. This should make it possible for readers to make at least some subjective judgments regarding whether bias and stereotyping in career development matters are more serious with respect to gender differences, with respect to race differences, or whether they are equally serious.

## Evidence of Race Differences in Reported Career Development Experiences of Respondents

No statistically significant differences between Whites and Blacks were found on each of the following indicators of positive career development. In each comparison, the percentage of Whites giving the response appears first followed by the percentage of Blacks for the following questions:

Question 19: Reported they like their current job "very much" (51.8%–42.6%).

Question 20: Judged their formal education and training were being used "very well" in the last job they held (38.2%–39.6%).

Question 15: Reported they think they will probably get the kind of training they will need from a 4-year college or university (35.7%–29.0%).

Question 15: Reported they think they will probably get the kind of training they will need from a business, technical, or trade school (11.8%–16.1%).

Question 18: Reported their employers have provided them with 31 days or more of special job training (23.4%–27.7%).

There were many other responses to various questions where no statistically significant differences were found. Those reported above are only for items where no other response to the question produced differences statistically significant at the .05 level. Of all the observations that could be made regarding these data, the following seem especially appropriate.

1. There were no statistically significant differences between Whites and Blacks in terms of either how much they liked their current jobs or how well they reported their formal education and training were used in the last job they held.
2. Approximately equal percentages of Blacks and Whites had sought training either in a 4-year college/university setting or in a business/trade/technical institution.
3. Employers do not appear to discriminate against Blacks in terms of offering employees 31 days or more of training.

When other questions concerned with various aspects of career development reported by respondents were considered, a number of questions with percentage point differences statistically significant at the .05 level of confidence were discovered. Once again, the percentages reported below show the percentage of Whites first followed by the percentage of Blacks. Using this arrangement, statistically significant differences are reported here for the following questions:

Question 1: Reported they were employed full-time (55.9%–41.8%).

Question 3: Reported needing help in the last year in selecting, changing, or getting a job (9.6%–19.8%).

Question 14: Reported they think they will need more formal training or education to maintain or increase their earning power over the next three years (54.5%–68.1%).

Question 16: Reported their formal education and training are being used "very well" in their present job (43.8%–61.7%).

Question 17: Reported they think they will probably stay with their current employer for the next three years (62.1%–44.7%).

Question 21: Reported they left their last job because they quit (49.1%–28.4%).

Question 22: Reported they started in their present job because they took the only job that was available (5.9%–19.1%).

The findings presented above may be interpreted in many ways by those concerned about the influence of racism on career development of adult workers in the United States. Among the observations that could be made, the following appear to be especially relevant:

1. A higher percentage of Whites than Blacks is employed. If the goal is one of seeking equity in career development, it appears much more needs to be done to increase the employment of Blacks.
2. If questions concerning the relative need and readiness of Blacks for help in career development are raised, these data indicate that Blacks are (a) less likely to have a paid job; (b) more likely to have needed help in the last year in selecting, changing, or getting a job; (c) less likely to think they will stay with their present employer for the next three years; and (d) more likely to have started in their present job because it was the only job available to them. A possible conclusion is that both the need and the readiness for help in career development may, on the average, be greater for Blacks than for Whites.
3. While Question 16 data indicated that almost two-thirds of Blacks reported their formal education and training are being used very well in their current jobs, fewer than one-half reported they will probably stay with their current employer for the next three years. In addition, more than two-thirds of Blacks reported they will need more formal training or education to maintain or increase their earning power over the next three years. It appears that Blacks are in general less likely than Whites to feel comfortable and secure in their present jobs.
4. Part of the explanation for the above observations may be found by noting that more than 1 in 4 Blacks indicated they left their last job either because the job was eliminated (12.5%) or their employers had to reduce the number of jobs because of slow business (14.8%). The corresponding percentages for Whites were 7.3% and 8.1%. When these percentages are considered with those from Question 21 (quit previous jobs, Whites 49.1%, Blacks 28.4%) it seems clear that Whites are more likely to leave jobs on their own volition, whereas Blacks are more likely to leave because of employer action.

A graphic summary of some of the major findings reported in this section can be seen in Table 5.1.

For five of the eight indicators of career development, the percentages of White responses were higher than percentages of Black responses. The most encouraging thing found in these data was the finding that significantly more Blacks than Whites reported their formal education/training was being used very well in their current jobs. In general, the career development needs of Black respondents appear to be greater than those of White respondents.

**Table 5.1**

*** INDICATORS OF CAREER DEVELOPMENT AMONG BLACK AND WHITE RESPONDENTS ***

| | Total | Black | | White | |
|---|---|---|---|---|---|
| Career Development Indicator | % | % | Rank | % | Rank |
| Q1-Employed full-time | 53 | 42 | 2 | 56 | 1 |
| Q22a-Made conscious choice and followed definite plan | 36 | 30 | 2 | 38 | 1 |
| Q22b-Took only job available | 8 | 19 | 2 | 6 | 1 |
| Q19-Like current job "very much" | 52 | 43 | 2 | 52 | 1 |
| Q14-Will need more formal education | 53 | 68 | 1 | 55 | 2 |
| Q18a-Employer provided 31 days or more of training | 25 | 28 | 1 | 23 | 2 |
| Q18b-Employer provided no more than one day of job training | 8 | 9 | 2 | 8 | 1 |
| Q16-Formal education/training being used "very well" in current job | 45 | 62 | 1 | 44 | 2 |

*Note.* $N$ = 1,046. Q = Question

## Race Differences in Perceived Role and Effectiveness of Professional Counselors

Five of the NCDA Gallup Poll questions were aimed at identifying data that examined the differences between Whites and Blacks about the involvement of professional counselors.

Question 4 asked respondents to indicate the kinds of persons from whom they did or would seek help when faced with career decisions. No statistically significant differences were found between White and Black respondents with reference to the percentages who indicated they would or did seek such help from each of the following. The percentage of Whites appears first followed by the percentage of Blacks.

1. Friends/neighbors/associates (32.8%–29.7%).
2. Relatives (19.5%–22.0%).
3. Present or former employer (18.1%–9.9%).
4. Professional career/school/college counselor (16.6%–18.7%).
5. Teacher or school staff member other than a counselor (7.5%–12.1%).
6. A fellow worker (4.1%–4.4%).

Among White and Black respondents, slightly fewer than 1 in 5 reported they either have or would seek help from a professional counselor when faced with "career" problems. Among White respondents, professional counselors ranked #5 of 10 possible kinds of persons from whom they would seek help when faced with "career" problems. Among Black respondents, however, professional counselors ranked #4 out of 10. (The difference can be explained by noting that, while 18.1% of White respondents reported they would seek help from a present or former employer, only 9.9% of Black respondents said so.) Both more White and more Black respondents indicated they would seek help from friends/neighbors/associates or relatives than from professional counselors.

Differences between White and Black respondents statistically significant at the .05 level of confidence were found between those who reported they would seek or have sought help from a job placement specialist in private practice, with only 18.2% of Whites compared with 30.8% of Blacks reporting this to be true. Whether this is true because Black respondents, on the average, feel a greater need for help or because Blacks are being served less well by other possible sources of help cannot be determined from these data. Some readers may want to regard this difference as indicative of a trend.

Question 9 asked respondents to indicate whether or not they had visited with a professional counselor in a school or college setting about possible career choices. This question differed from Question 4 that asked respondents to indicate persons they sought for help. Affirmative answers could be given to Question 9 even if the respondent was not the person initiating the contact with a professional counselor. The percentage of Whites (38.2%) compared to the percentage of Blacks (31.9%) was not statistically significant. Approximately two-thirds of the respondents appear not to have ever visited with a professional counselor in a school or college about possible career choices. The official NCDA policy statement on career development (NCDA, 1993) clearly states that career development assistance should be made available to all persons and especially to all students in school or college settings. There is obviously a very long way to go before this NCDA policy statement can be said to be fully implemented.

Question 10 asked those respondents who had visited with a professional counselor in a school or college setting to evaluate the quality of the counseling help they received. If only the "very good" response is considered, there is a statistically significant difference between the percentage of White respondents (28.0%) and the percentage of Black respondents (41.4%) giving this response. However, if responses from both the "very good" and "somewhat good" categories are added together, the percentages of White respondents (82.0%) and Black respondents (82.8%) are virtually identical. With 8 of 10 of both White and Black respondents judging the help they received from a professional counselor in making a career choice favorably, it cannot be said that it is a perceived lack of quality career counseling available that accounts for the relative lack of use of professional counselors in career development. Neither can it be said that counselors are judged more favorably by either White or Black persons.

Neither Question 11 nor Question 12 provided any statistically significant differences between the percentages of White and Black responses.

## Use and Utility of Occupational Information by White and Black Respondents

Of the five occupational information items in the 1993 NCDA Gallup Survey, three questions (7, 8 and 13) yielded statistically significant differences between responses given by White and Black respondents. The other two questions (5 and 6) did not.

Question 5 asked respondents to indicate the kinds of sources they have used in getting information about jobs and careers. Both the percentages and the rank orders of the sources of information were remarkably similar for White and Black respondents. The most frequently used source was newspapers/magazines/television, with roughly one-half of White and Black respondents giving this response. The percentage and rank order for each of seven possible sources are indicated in Table 5.2.

Not only did they agree on the frequency with which each source of occupational information is utilized, White and Black respondents also agreed on the percentages who reported having used no sources of occupational information (28.9% of Whites and 26.4% of Blacks).

Question 6 asked respondents to indicate whether or not the information they needed about jobs and careers was available to them. As with Question 5, no statistically significant differences were found between responses given by Whites (78.6%) and Blacks (77.6%), with 3 in 4 of each sample answering "Yes" to this question.

Question 7 asked respondents to report whether or not the occupational information available to them was or was not useful for decisions about job changes or choices. Statistically significant differences resulted,

**Table 5.2**

*** PERCENT OF WHITE AND BLACK RESPONDENTS CHOOSING SOURCES OF JOB/CAREER INFORMATION ***

| | Whites | | Blacks | |
|---|---|---|---|---|
| Source of Information | % | Rank | % | Rank |
| Newspapers/magazines/television | 48.3 | 1 | 53.8 | 1 |
| College career information center | 22.6 | 2 | 16.5 | 2 |
| Public library | 11.0 | 3 | 7.7 | 4 |
| Public job service/training program | 10.6 | 4 | 9.9 | 3 |
| Computerized career information system | 7.7 | 5 | 6.6 | 5.5 |
| High school career information center | 7.3 | 6 | 4.4 | 7 |
| Some career information center | 6.5 | 7 | 6.6 | 5.5 |

with 77.0% of Whites and 68.7% of Blacks saying this information was useful to them, and with 16.3% of Whites and 26.9% of Blacks saying it was not useful. No questions were included in this survey aimed at discovering why this was so.

Question 8 asked respondents to report whether or not the usefulness of information about jobs and careers should be improved. Statistically significant differences were observed between responses given by members of the two groups, with 60.9% of Whites but 83.6% of Blacks saying that "usefulness should be improved." When these data are considered with those reported for Question 7 above, it appears that serious attention should be paid to discovering ways of making career information more useful to Black Americans. These data suggest that such information is currently biased in the direction of being more useful and more valued by Whites than by Blacks. Changing this situation should become an important priority for the career development movement.

Question 13 was a retrospective one that asked respondents to think back over their work lives and report whether or not, if they had it to do all over again, they would try to get more career information before making a career decision than they did the first time around. While White (70.5%) and Black respondents (83.5%) agreed strongly that they would seek more information, a significantly higher percentage of Blacks than Whites made this judgment.

Findings on these five questions lead to a conclusion that Blacks feel a greater need for and appreciate helpful career information more than do Whites. It appears that the time has arrived for mounting major programs aimed at improving the usefulness of career information to Black Americans. While data are not available concerning this matter for other minority groups, a similar degree of need for career development help may be present.

## Recommendations of Blacks as Compared to Whites for Inserting "Careers" Emphasis in Secondary Education Reform

As a final part of this NCDA Gallup survey, respondents were provided with seven specific suggestions for high school reform having some kind of "careers" emphasis. For each suggestion, respondents were asked to indicate whether they felt that, in today's schools, "too much attention," "not enough attention," or "about the right amount of attention" is currently being paid to implementing the suggestion.

When the percentages of Black and White respondents giving each possible response to each of the seven suggested changes included in this survey were compared, no statistically significant differences existed between responses on five of the seven suggested changes. The data in Table 5.3 in-

**Table 5.3**

*** PERCENT OF SUGGESTED CHANGE AMONG WHITE AND BLACK RESPONDENTS CHOOSING "NOT ENOUGH ATTENTION" ***

| Suggested Change | % Whites | % Blacks |
|---|---|---|
| Place high school dropouts and graduates into jobs | 66.4 | 72.5 |
| Help students who do not go to college to develop skills so they can get jobs after graduation | 60.4 | 69.2 |
| Help students develop skills in identifying jobs that are open in their communities | 55.4 | 61.5 |
| Help students learn how to use occupational information about salary and working conditions | 58.4 | 58.2 |
| Help students develop the skills they need to get jobs such as job interviewing techniques | 58.3 | 58.2 |

clude the percentages of White and Black responses to "not enough attention is being paid to the suggestion."

The most frequently suggested change selected by Whites and Blacks was that more attention be paid to placing high school students who have dropped out or graduated into jobs. More than two-thirds of both White and Black respondents indicated that high schools should devote more attention to this. As America moves toward becoming a "high skills-high tech" occupational society, the probability of placing persons with a high school diploma or less into jobs in the primary labor market is expected to decline, and the necessity for acquiring some kind of postsecondary education is expected to become more evident. Meeting this goal is expected to become increasingly difficult as time goes on.

All five of these suggested changes were selected by substantially more than 50% of both White and Black respondents. Strong consensus exists among members of both groups that these changes should be made.

One suggested change with statistically significant differences between White respondents (36.5%) and Black respondents (48.4%) is "preparing students for college." About 1 in 3 White respondents and almost 1 in 2 Black respondents chose that answer. Whether this indicates that relatively more is currently being done to prepare White youth for college is, of course, not determinable from these data. Considering the emphasis many high schools place on preparing students for college, it seems surprising that these percentages are this high. In any event, it seems clear that, at least among Black respondents, the "not enough attention" response was chosen more frequently than any of the other available responses.

The second suggested change where statistically significant differences existed between the percentages of Black and White respondents can be seen in answers to Question 24 regarding the attention high schools devote to "helping students choose their careers." Slightly over one-half of White respondents (50.1%) and about two-thirds of Black respondents (65.9%) reported that high schools currently are not devoting enough attention to this activity. The need for this change is obviously expressed as being much greater by Black respondents than by White respondents. When data for all seven suggested changes are compared for the percentages of Black respondents reporting that "not enough attention" is now being devoted to the activity, 65.9% of Black respondents saying that not enough attention is being devoted to "helping students choose their careers" is greater than the percentage suggesting changes in efforts aimed at (a) "preparing students for college" (48.4%), (b) "developing skills to identify jobs in communities" (61.5%), (c) "learning how to use occupational information" (58.2%), or (d) "developing skills they need to get jobs" (58.2%). Only when the suggested change was to "help students who do not go to college develop skills so they can get jobs after graduation" (69.2%) or to "place students who have dropped out or graduated into jobs" (72.5%) did a higher percentage of Black respondents judge that "not enough attention" is being devoted to the suggested change.

## Closing Remarks

Even the limited data reported here make it clear that racial differences continue to operate as a deterrent to equity of career development opportunities for Black as compared to White adults in the United States. Both the need and the readiness of Black Americans for community-wide assistance in career development are made very clear in these data. It is a matter of making equity—not just equality—of opportunity for minority persons a reality that must be the goal. As an organization committed to eliminating bias and stereotyping in career development for all persons, the National Career Development Association must continue to place a high priority on implementing this commitment. There is a long way to go.

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## CHAPTER 6

# Indicators of Age Differences in Career Development

There seems to be a general consensus among career development professionals that most work-bound youth leave secondary schools without having reached career maturity (W. T. Grant Foundation, 1988). For most persons, career maturity is expected to be attained at about age 25. Youth seeking to enter the labor market directly after leaving high school have been pictured as having great difficulty being accepted by employers in the primary labor market (U.S. Department of Labor, 1989). Instead, many are expected to find jobs only in the secondary labor market and so to continue experiencing difficulties in career development (Hamilton, 1990).

The National Career Development Association (1993) recently adopted a new policy statement emphasizing career development as a longitudinal process taking place throughout the life span—not as something that is taking place primarily only during the time youth spend in Grades K-12. In light of this, a separate analysis of data collected from adults for the 24 questions in the 1993 NCDA Gallup Survey was made using the following age groupings as categories: (a) 18–25 (*n* = 257), (b) 26–40 (*n* = 328), (c) 41–5 (*n* = 230), (d) 56–65 (*n* = 114), and (e) 66+ (*n* = 105).

In view of the marked discrepancies in the numbers of respondents in the various categories, the difference required to be statistically significant at the .05 level of confidence varied from 8 points (when comparing respondents Ages 18–25 with respondents Ages 26–40 where percentages are near 20%) to 15 points (when comparing respondents Ages 55–65 with respondents Ages 66+ where percentages are near 50%).

To make it possible to make meaningful comparisons of data reported with respect to the broad category of Age in terms of the categories of Race, Sex, and Educational Level, the same broad classifications used in other parts of this document are used in this chapter.

### Evidence of Age Differences in Comparing Career Development Questions for Respondents

Question 1 asked respondents to indicate their current employment status. Statistically significant differences existed between respondents aged 26–

40 (72%) and aged 41–55 (75%) employed full-time when compared with respondents aged 18–25 (40%), aged 56–65 (40%), and aged 66+ (4%). The differences between those ages 18–25 and those ages 26–55 are probably due, in part, to the fact that many persons aged 18–25 are still enrolled in some kind of educational institution. Similarly, the differences between those aged 66+ and all others may reflect that most persons aged 66 or older are retired. Why 53% of those aged 56–65 reported themselves as being "not employed" is not clear.

The most surprising finding for Question 1 is that 40% of the respondents in the Age 18–25 and Age 56–65 categories reported themselves as "employed full-time." Moreover, 53% of those aged 56–65 but only 35% of those aged 18–25 reported themselves as "not employed." At first glance, it appears that persons aged 56–65 may be experiencing employment problems at least as important as those faced by persons aged 18–25.

Respondent answers to Question 4 appear to refute this "first glance" impression. A significantly larger percentage of persons Age 18–25 (24%) indicated they needed help in selecting, changing, or getting a job in past years than did persons in any other age category. In the specific case of persons Age 56–65, only 3% indicated this to be true for them.

Question 4 allowed respondents to name up to nine kinds of persons who have helped them when they were selecting, changing, or getting a job. If the reader totals the reported percentages for any given age category, the total is likely to be over 100%. To obtain a rough estimate with respect to which age category reported seeking help from the most sources, percentages were totaled for each category: (a) Age 18–25 (157%), (b) Age 26–40 (121%), (c) Age 41–55 (150%), (d) Age 56–65 (113%), and (e) Age 66+ (105%). It appears that persons in the Age 18–25 category sought help from more sources than did any other age group. This may not mean they sought more help.

Question 4 data indicate that there are relatively few sources of help used by a higher percentage of respondents in any given age category compared to any other. Statistically significant differences were not found among the possible comparisons for any two of the five categories with respect to the percentages of respondents seeking help from: (a) job placement specialists in private practice; (b) public job service counselors; (c) community/business, and/or religious leader; (d) a teacher or school staff member other than a counselor; or (e) a fellow worker.

The only statistically significant differences found among the two-category comparisons possible for Question 4 involved the Age 18–25 category compared to some other category. Table 6.1 illustrates the statisticall significant differences that were found for this category in terms of percentages seeking help from friends/neighbors/associates, relatives, and professional counselors.

**Table 6.1**

*** PERCENT OF SELECTED AGE CATEGORIES SEEKING ASSISTANCE FROM VARIOUS SOURCES ***

| Source of Assistance | Age | % | Age | % |
|---|---|---|---|---|
| Friends/neighbors/associates | 18–25 | 42 | 56–65 | 26 |
| Relatives | 18–25 | 34 | | |
| Professional career counselor | 18–25 | 23 | 56–65 | 8 |

Persons in the Age 18–25 category reported seeking help from relatives significantly more often than did persons in any other age category. Except for this one instance, differences were not generally large enough to be statistically significant.

Question 21 asked respondents to indicate why they left their last jobs. The largest percentage differences appeared when responses from persons in the Age 18–25 category and in the Age 66+ category were compared. The largest differences were identified in responses from those indicating they left their last job because they quit. Percentages ranged from 55.5% for those in the Age 18–25 category to 14% for those in the Age 66+ category. Table 6.2 illustrates the statistically significant differences that were found for this category in terms of percentages indicating their reasons for leaving jobs.

Question 22 asked respondents to indicate how they first got started in their present jobs. Statistically significant differences existed, with the percentages of respondents in the Age 18–25 category (16%) reporting they got started through a series of chance circumstances much more often than respondents in all other age categories. In all age categories except 66+, a significantly higher percentage selected "chance circumstances," with about 1 in 3 respondents indicating this to be true for them. A significantly lower percentage of persons in the Age 66+ category (8%) chose this response.

**Table 6.2**

*** PERCENT OF SELECTED AGE CATEGORIES INDICATING REASONS FOR LEAVING JOB ***

| Reason for Leaving | Age | % | Age | % |
|---|---|---|---|---|
| Quit | 18–25 | 56 | 56–65 | 33 |
| Quit | 18–25 | 56 | 66+ | 14 |
| Slow business - laid off | 18–25 | 13 | 56–65 | 3 |
| Slow business - laid off | 18–25 | 13 | 66+ | 3 |
| Retired/Retired with disability | 18–25 | 1 | 56–65 | 22 |
| Retired/Retired with disability | 18–25 | 1 | 66+ | 63 |

Interest was expressed regarding the extent to which persons in the Age 18–25 category differed from persons in all other categories. Table 6.3 was constructed by recording data for persons in various age categories and then rank ordering the percentages of respondents in the categories with given responses.

The indicators of career development in Table 6.3 were constructed by choosing, from among all possible responses to each of eight questions, the one response judged to represent the highest degree of career development, recording the percentages of respondents in each of the five age categories giving that response, and then putting the percentages in rank order. The last "indicator"—the percent reporting they will need more training—was judged in the opposite direction from most others in that the #1 rank was assigned to the category having the lowest percentages of persons indicating they will need more training and the #5 rank was assigned to the category having the highest percentage.

Of the eight indicators, persons in the Age 18–25 category ranked #5—the lowest ranking for any of the five age categories—on five of the eight career development indicators and no higher than #3 on any of these indicators. When the actual percentages instead of the rank orders are studied, it appears that respondents in the Age 18–25 category responded quite differently from those in any other age category.

Table 6.3 contains no evidence that persons in any of the remaining four age categories differ significantly from one another in terms of the percentages of respondents in the eight career development indicator categories. It appears that, on five of the eight indicators, the highest percentages were reported by persons in the Age 66+ category. Conversely, on four of the eight indicators, responses from persons in the Age 41–55 category ranked #4.

Among persons in the Age 18–25 category, many face serious career development problems. It appears that a great need exists for a system to be established under which competent career development professionals are available to serve adults in the community—and especially adults in the Age 18–25 category. This need can be further illustrated by considering the data found in responses to Question 5, indicating that 6% of persons in the Age 18–25 category reported using a career information center in their community to get information about jobs or careers, while 19% used no sources of such information.

## Specific Career Development Needs within the 18–25 Age Category

Question 19 asked those respondents now employed to report how much they like their present jobs. Differences in the percentages of respondents who reported they like their current jobs either "very much" or "quite a

**Table 6.3**

*** INDICATORS OF CAREER DEVELOPMENT AMONG RESPONDENTS BY AGE ***

| | | Age | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 18–25 | | 26–40 | | 41–55 | | 56–65 | | 66+ | |
| Career Development Indicator | Total % | % | Rank | % | Rank | % | Rank | % | Rank | % | Rank |
| Q1-Employed full-time | 53 | 37 | 4 | 72 | 2 | 74 | 1 | 45 | 3 | 5 | 5 |
| Q22a-Made conscious choice and followed definite plan | 36 | 32 | 5 | 38 | 3 | 33 | 4 | 41 | 2 | 42 | 1 |
| Q22b-Took only job available | 8 | 10 | 3 | 5 | 1.5 | 12 | 4 | 5 | 1.5 | — | 5 |
| Q19-Like current job "very much" | 52 | 38 | 5 | 56 | 3 | 46 | 4 | 72 | 2 | 84 | 1 |
| Q14-Will need more formal training to increase earning power | 53 | 83 | 5 | 65 | 4 | 51 | 3 | 30 | 2 | 17 | 1 |
| Q18a-Employer provided 31 days or more of training | 25 | 20 | 5 | 28 | 2 | 22 | 4 | 24 | 3 | 29 | 1 |
| Q18b-Employer provided no more than one day of job training | 8 | 5 | 4 | 10 | 1 | 9 | 2 | 6 | 3 | — | — |
| Q16-Formal education/training being used "very well" in current job | 45 | 34 | 5 | 44 | 3.5 | 44 | 3.5 | 68 | 2 | 73 | 1 |

*Note.* N = 1,046; Q = Question

bit" were dramatic between those in the Age 18–25 category (62%) and those in each of the other four categories (83%, 80%, 90%, and 89%). Finding about 2 in 3 persons in this category reporting they like their current jobs is, in some ways, encouraging, and finding that roughly 1 in 3 persons in this age category do not like their jobs very much is discouraging. To the extent such persons are employed in the secondary labor market—and most of those who have sought no form of postsecondary education probably are—the need for career development assistance appears to be even greater. A large part of the challenge facing career development professionals is in encouraging many more persons in the Age 18–25 category to pursue some form of postsecondary education. Data for Question 14 illustrate that persons in this category recognized their need for more training, with 83% of respondents in the Age 18–25 category reporting they will need more training.

Question 20 contributed further toward illustrating the career development needs of persons in the Age 18–25 category. One-half of these respondents reported formal education and training were used either "very well" or "fairly well" in the last jobs they held, compared with percentages of 63%, 68%, 83%, and 75% for the other four categories. This same relative pattern was seen in responses to Question 21 asking about current jobs held by respondents in the various age categories. The percentage for persons in the Age 18–25 category was 72%, compared with percentages of 82%, 82%, 89%, and 99% for the other four age categories.

Responses to Question 18 illustrate the assertion many have made that employers resist investing many of their training dollars in young, beginning workers. Only 20% of respondents in the Age 18–25 category reported their employers had invested 31 days or more of training time in them—less than for any other age category. On the other hand, in three of the other four age categories, higher percentages of respondents indicated their employers had invested no kind of special job training. The often-reported reluctance of employers to invest training dollars in young workers may simply indicate a general reluctance on the part of employers to make such investments in any of their workers.

Question 15 asked those respondents who reported they think they will need more training or education where they believe they will probably get it. A significantly greater percentage of respondents in the Age 18–25 category (53%) than in any other age category (23%, 21%, 11%, 43%) said "a 4-year college or university." In addition, 29% of them selected either "community college" or "business, technical, or trade school." In terms of educational requirements projected for the emerging occupational society, these figures may be almost the opposite of what will be required for success in that society. For example, the U.S. Department of Labor (Shelley, 1992) has estimated that 25%-30% of occupations will require a 4-year college degree. Assuming that roughly one-half of those entering a 4-year college or university will not graduate, perhaps the fact that 43% said they plan on attending such an institution may be close to reality. The projection of 29% planning to attend either a community college or a trade/technical/business school, however, appears to be too low in terms of the emerging "high skills-high tech" occupational society. The challenge to make professional career development assistance available to all persons—and especially to persons in the Age 18–25 category—is clear.

Question 17 offered further data illustrating the critical need for career development assistance, especially for persons in the Age 18–25 category. When asked to think ahead for three years and predict what is likely to happen to them, about 1 in 3 persons in the Age 18–25 category reported they believe they will stay with their current employer. This can be contrasted with the 2 in 3 and/or the 3 in 4 persons in other age categories who reported they plan to stay with their current employer. Findings appear equally dramatic for this question when one considers that 48% of persons in the Age 18–25 category reported they will choose to change jobs—more than double the percentage in any other age category. These are two strong indicators of probable need for some kind of career development assistance for persons in the Age 18–25 category. The need for a system of community career development centers established, in part, to meet the needs of these persons, becomes obvious.

## Counselor Involvement with Persons in Various Age Groupings

Of the five questions concerned with professional counselor relationships with persons in various age groupings, four were analyzed using responses of all persons participating in this survey. One of them, Question 10, was asked only of those who indicated they had visited with a professional counselor.

Question 4 asked respondents to select, from a nine-person list, the kind of person they either have sought or would seek if they needed help in career/job choices. Respondents were allowed to select more than one kind of person if they wanted to do so.

Persons in all age categories identified "friends/neighbors/associates" most often. When compared to the percentages of respondents who have sought or would seek help from a professional counselor, approximately twice as high a percentage sought help from "friends/neighbors/associates" as from "professional counselors." While not as pronounced, more at every age level also said they would seek help from "relatives" than from "professional counselors," as seen in Table 6.4.

Among respondents aged 18–40, between 1 in 6 and 1 in 5 said they had or would seek assistance from a professional counselor. For persons aged 56 or older, about 1 in 10 said they would do so. "Professional counselors" are not seen by a large majority of adults as persons to be consulted

**Table 6.4**

*** PERCENT OF SELECTED AGE CATEGORIES WHO DID OR WOULD SEEK HELP FROM VARIOUS SOURCES ***

| Source | 18-25 % | 26-40 % | 41-55 % | 56-65 % | 66+ % |
|---|---|---|---|---|---|
| Friends/neighbors/ associates | 42 | 35 | 29 | 29 | 19 |
| Professional counselor | 21 | 17 | 17 | 7 | 11 |
| Relatives | 35 | 19 | 16 | 7 | 20 |
| Job placement specialist | 17 | 20 | 22 | 14 | 13 |
| Present/Former employer | 12 | 17 | 21 | 18 | 16 |

when career development problems exist. Whether this is due to a perceived lack of access to professional counselors or a lack of trust in their ability to be of help cannot be determined from responses given to this question.

In an attempt to obtain a more definitive answer to this question, Questions 9 and 10 were asked. Question 9 asked all respondents whether or not they had actually visited with a professional counselor in a school or college about career choices. About one-half of those aged 18–25 and 2 in 5 of those aged 25–40 said, "Yes," with much smaller percentages of those in other age categories giving this response. When asked to evaluate how good the counselor was in helping them, 86% of those aged 18–25 and 77% of those aged 26–40 who had actually visited with a professional counselor reported their counselors to be either "very good" or "somewhat good" in helping them with their career choice problems. It appears that the relatively small percentages of persons in various age categories reporting having received help from a "professional counselor" may be more due to a lack of availability of those counselors than to a lack of ability of professional counselors.

Question 11 asked respondents to indicate whether or not they had ever visited with a professional counselor in a private fee-charging agency about possible career choices. A statistically significant difference was found when the percentage of persons in the Age 18–25 category (4%) and the percentage in the Age 26–40 category (13%) answering, "Yes," were compared. This finding is of doubtful value because of the low number of responses.

Question 12 asked respondents to indicate whether or not they had ever visited with a career development person other than a professional counselor about possible career choices. About 1 in 10 of persons aged 18–55 and fewer than 1 in 20 of persons aged 56 and older answered, "Yes."

Table 6.5 includes a summary of the responses selected by percentages of respondents in the five age categories included in this survey. The degree to which assistance was sought from counselors and others is illustrated in Table 6.5.

Examination of data in Table 6.5 indicates that persons in the Age 18–25 category tended to use more of these sources of career assistance than did persons in any other age category. For four of the eight sources, the responses of persons in the Age 18–25 category ranked #1. The only career assistance source category where they ranked as low as #4 was the request to rate counselors in terms of how helpful they have been in helping persons make career choices. This appears to confirm the recommendation made earlier with respect to the need for community career development centers to serve the needs of out-of-school youth and adults. Table 6.5 data also clarify that older workers—those aged 56 and older—tend to seek various sources of career help more often than do respondents in younger age categories. This is not surprising.

## Use of Occupational Information by Persons in Various Age Categories

Of the five survey questions about the relative need for and use of occupational information, none produced large or dramatic differences among respondents in the five age categories used.

Question 13 asked respondents to indicate whether or not they would, if starting over again to plan their lives, try to get more information regarding their career options than they did the first time. Approximately 3 in 4 respondents aged 18–55 answered, "Yes," and approximately 2 in 3 respondents aged 56 and older gave the "Yes" response. It appears that persons at all adult age levels value occupational information and would be inclined to use it were it made available.

Question 5 asked respondents to identify the kinds of occupational information they have used to get career information. The most popular choice for all five age categories was "newspapers/magazines/television," with one-half of those aged 18–55 and about 1 in 4 of those age 56 and older choosing this response. Surprisingly, the second most popular response was "a career information center in a community college or 4-year college/university," which was chosen by about 1 in 5 respondents aged 18–40 and about 1 in 6 respondents aged 41–65. This is probably because of the relatively small percentages of respondents expected to have ready access to such career centers and the relatively small percentages of colleges and universities which operate such centers.

The relative popularity of career information centers, when and where available, can also be seen by noting the percentages of respondents indicating they had used a career information center in a high school or in a

**Table 6.5**

*** INTERACTION WITH PROVIDERS OF CAREER DECISION ASSISTANCE AMONG RESPONDENTS BY AGE ***

|  | Total | Age |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  | 18–25 |  | 26–40 |  | 41–55 |  | 56–65 |  | 66+ |  |
| Career Interaction Indicator | % | % | Rank | % | Rank | % | Rank | % | Rank | % | Rank |
| Q4a-Sought help from professional counselor | 15 | 21 | 1 | 17 | 2.5 | 17 | 2.5 | 7 | 5 | 11 | 4 |
| Q4b-Sought help from a job placement specialist | 18 | 17 | 3 | 20 | 2 | 22 | 1 | 14 | 4 | 13 | 5 |
| Q4c-Sought help from friends, neighbors, and/or associates | 32 | 42 | 1 | 35 | 2 | 29 | 3.5 | 29 | 3.5 | 19 | 5 |
| Q4d-Sought help from relatives | 19 | 35 | 1 | 19 | 3 | 16 | 4 | 7 | 5 | 20 | 2 |
| Q4e-Didn't or wouldn't know where to go for help | 8 | 6 | 2 | 7 | 3 | 5 | 1 | 16 | 5 | 12 | 4 |
| Q9-Visited with professional counselor about career choices | 32 | 50 | 1 | 4. | 2 | 30 | 3 | 14 | 4 | 5 | 5 |
| Q10-Considered counselors very helpful in making career choices | 30 | 30 | 4 | 24 | 5 | 39 | 1.5 | 39 | 1.5 | 35 | 3 |
| Q11-Visited with private practice career counselor | 9 | 4 | 3.5 | 13 | 1.5 | 13 | 1.5 | 4 | 3.5 | 2 | 5 |

*Note.* *N* = 1,046. Q = Question.

community setting. These percentages, while not large, appear impressive when one considers the relative unavailability of such centers. It appears that, if comprehensive career information centers were made readily available to adults in community settings, they would be used by adults of all ages—and especially by adults in the Age 18–40 range.

Question 6 asked respondents whether or not the occupational information they needed was available to them for making career decisions. Among those respondents who had used various kinds of occupational information, about 3 in 4 in all age categories said, "Yes," and, when asked in Question 7 to judge the usefulness of the career information available to them, approximately 8 in 10 of respondents in each of the five age categories judged it to be useful. In view of the fact that, as noted in responses for Question 5, most available information comes from newspapers, magazines, and television, it is interesting to speculate what might happen were high quality career information readily available to adults in comprehensive career information centers. The cumulative evidence in answers given to Questions 5, 6, and 7 does not lead to a logical conclusion that a strong felt need and/or demand for either high quality career information or community career information centers currently exists among adults. However, it does seem reasonable to conclude that, if they were available, they would be welcomed and used by adults at all age levels.

Table 6.6 has been prepared to provide some perspective regarding judgments made by persons in various age categories with respect to use of occupational information.

It should not be surprising that persons in the Age 18–25 category reported relatively more use of occupational information than did persons in any other age category. On five of the eight career information indicators, they ranked #1; on no indicator did they rank lower than Rank #3. The tendency for the responses of older workers to rank lower that was noted in discussing Table 6.5 data is also present when Table 6.6 data are examined. This tendency is even more evident here, with data from three of the eight indicators going in an exact stepwise fashion with Rank #1 for age category 18–25 and Rank #5 for age category 66+, with the other age categories and ranks following in the same relative order.

## Recommendations of Persons in Various Age Categories with Respect to Inserting a "Careers" Emphasis in the Reform of Secondary Education

Question 24 was divided into seven parts, each of which represented a specific suggestion for inserting a "careers" emphasis into public secondary schools. For each suggestion, respondents were asked to indicate whether "too much attention," "not enough attention," or "about the right amount

**Table 6.6**

*** USE OF OCCUPATIONAL INFORMATION AMONG RESPONDENTS BY AGE ***

| Occupational Information Indicators | Total | Age | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 18–25 | | 26–40 | | 41–55 | | 56–65 | | 66+ | |
| | % | % | Rank | % | Rank | % | Rank | % | Rank | % | Rank |
| Q5a-Used occupational information from newspapers, magazines, and television | 47 | 59 | 1 | 58 | 2 | 47 | 3 | 30 | 4 | 25 | 5 |
| Q5b-Used occupational information in a career center in a 2- or 4-year college | 17 | 24 | 1 | 21 | 2 | 16 | 3 | 14 | 4 | 6 | 5 |
| Q5c-Have used no sources of occupational information | 33 | 19 | 1 | 20 | 2 | 34 | 3 | 49 | 4 | 65 | 5 |
| Q6-Occupational information available when making decisions | 78 | 84 | 1 | 80 | 2 | 74 | 4 | 78 | 3 | 60 | 5 |
| Q7-Occupational information useful when making career decisions | 88 | 88 | 3 | 89 | 2 | 90 | 1 | 85 | 4 | 82 | 5 |
| Q8-Usefulness of occupational information should be improved | 62 | 67 | 1 | 63 | 3 | 64 | 2 | 51 | 5 | 53 | 4 |
| Q13-Would try to get more occupational information if starting over in planning worklife | 72 | 74 | 2.5 | 76 | 1 | 74 | 2.5 | 69 | 4 | 62 | 5 |

*Note.* *N* = 1,046. Q = Question.

of attention" is currently being devoted to implementing the suggestion in public high schools.

Before commenting on specific data, it is advisable to point out some generalizations based on study of the data for all seven suggestions. Those generalizations that appear to be most pertinent to this discussion include:

1. In six of the seven suggestions, the most popular response chosen by respondents was "not enough attention." Somewhere between 1 in 2 and 2 in 3 respondents chose that response.
2. In six of the seven suggestions, no more than 1 in 50 of respondents indicated that, at the present time, "too much attention" is being devoted to the suggestion.
3. In six of the seven suggestions, between 1 in 4 and 1 in 3 respondents chose the "about the right amount of attention" response.
4. In six of the seven suggestions, at least 1 in 5 respondents aged 56 or older elected the "don't know/refused to answer" response.
5. Generally, but not always, the younger the age group, the greater was the tendency to choose the "not enough attention" response.

Between 2 in 3 and 3 in 4 respondents aged 18–25 reported that "not enough attention" is currently being devoted to: (a) placing students who have dropped out or graduated into jobs, (b) helping students develop skills they need to get jobs such as job interviewing techniques, or (c) helping students learn how to use occupational information about salary and working conditions.

Approximately 1 in 2 respondents aged 18–55 reported that "not enough attention" is currently being devoted to: (a) helping students who do not go to college develop skills so they can get jobs after graduation, (b) helping students develop skills in identifying jobs that are open in their communities, or (c) helping students choose their careers.

The one suggestion where one-half or more of respondents aged 18–55 reported "about the right amount of attention" is currently being devoted is "preparing students for college." Between 1 in 3 and 2 in 5 of respondents reported that "not enough attention" is currently being devoted to this task. This may be a clear indication of how highly a significant portion of adults regard the value and worth of a 4-year college degree. This is not surprising.

The relatively large percentages of respondents who reported that "not enough attention" is currently being devoted to these suggestions for reforming public secondary education by inserting some kind of "careers" emphasis coupled with the very small percentages who reported that, at present, "too much attention" is being devoted to these suggestions, combine to make it clear that, if the Congress and/or the President were to propose incorporating these suggestions into law, it is quite likely they would receive a sizable amount of support and relatively small objection.

In view of the data discussed earlier in this document, it certainly seems the time has come to seriously consider doing so.

## Conclusion

Data presented in this chapter indicate that career development needs exist, to a significant degree, among adults in all age categories. The National Career Development Association (1993) policy paper on career development emphasizes career development as a process that takes place over almost the entire age span. Data reported in this chapter reinforce the NCDA policy paper.

These data also serve to make the special needs for intensive career development assistance to persons in the Age 18–25 category very clear. No matter how effective high school counselors are in providing career development assistance to youth, most youth apparently continue to experience a wide variety of career development problems until about age 25. The need for very special assistance to persons in the Age 18–25 category can be ignored no longer. These data serve as a clear rationale and justification for Federal legislation in this area.

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## CHAPTER 7

# Summary: Conclusions and Implications for Career Development and Educational Reform

The previous four chapters contain a wide variety of findings with respect to each of the four subgroupings from whom data were collected in the 1993 NCDA Gallup Survey. Those who wish to examine the findings and the survey data are urged to study the contents of these chapters and the contents of *Appendix D*.

For each of the four major subgroupings, the major conclusions that reflect the findings are identified and briefly discussed. Following this, two sets of implications are presented—one concerned with implications for career development professionals and the other concerned with implications for educational reform.

Most of the findings from the data collected in this survey are concerned with various aspects of career development. In each comparison, attempts are made to contrast differences in some positive indicator of career development. Persons whose indicators are highest are said to be farther along in career development than persons in the group against whom they are being compared. For example, when data for high school graduates and community college graduates are compared, respondents with the highest percentage reporting they "have been provided with 31 days or more of training by their employers" during the last year are concluded to be more advanced in career development than respondents in the other group. In this example, 19% of high school graduates but 29% of community college graduates reported receiving this amount of training. Therefore, it was concluded that, on the average, community college graduates are farther along in career development than are high school graduates with respect to this indicator. If this same kind of finding exists for all other indicators, we would conclude that community college graduates are farther along in career development than are high school graduates.

This approach to formulating generalizations, while conservative in nature, may result in error when specific comparisons are made between two specific individuals. The conclusions listed here are those the data reflect as generally true for the specific subgroups being compared but not necessarily true for each pair of respondents in the two subgroups.

## Conclusions with Respect to Educational Level and Career Development

Based on comparisons of the responses of individuals representing six levels of education (less than a high school graduate, high school graduate, postsecondary vo-tech institution graduate, community college graduate, 4-year college/university non-completes, and 4-year college graduates), the following conclusions appear warranted:

1. Least advanced in career development are persons who are less than high school graduates. Most advanced are persons who are 4-year college/university graduates. The worst thing a youth could do in terms of career development is to become a high school dropout. The best thing he/she could do would be to become a 4-year college graduate.
2. While high school graduates are noticeably more advanced in career development, both high school graduates and high school dropouts lag relatively far behind persons with the other four educational levels. Being a high school graduate is definitely better, in terms of career development, than being a high school dropout, but it's not nearly as good as completing postsecondary education.
3. While not as far along in career development as 4-year college/university graduates, persons completing either a postsecondary vo-tech program or a community college degree are essentially tied for second place on career development indicators among the six categories. Both appear, on the average, to be moving in a positive direction in their career development.
4. Of those engaged in postsecondary education/training, the least advanced in terms of positive indicators of career development are those who enter but fail to complete a 4-year college/university program. These persons are much more likely to feel their skills are not being used well by their employers than are persons with other educational levels. Being a 4-year college dropout is generally more favorable to career development than being a high school graduate, but not as much as being a graduate of either a postsecondary vo-tech institution or a community college.

## Conclusions with Respect to Age Differences and Career Development

Based on comparisons of the responses of individuals representing five age groups (Age 18–25, Age 26–40, Age 41–55, Age 56–65, and Age 66+), the following conclusions appear warranted:

1. Persons aged 18–25 are significantly behind in career development when compared with persons in all other age categories.
2. Both the perceived need for help in career development and readiness to accept such help are definitely present among persons in the Age 18–25 category.

### Conclusions with Respect to Gender Differences and Career Development

Based on comparisons of the responses of women and men, the following conclusions appear warranted:

1. Problems with respect to gender equity in the workplace are no longer statistically significant in some areas. There is evidence that progress has been made.
2. In the area of employer willingness to provide employees with training, however, serious problems remain. Women are much less likely than men to be provided with 31 days or more of training by their employers but far more likely to be provided one day or less of such training. Whether this is due to sexism or to other gender factors cannot be determined from these data.
3. A clear need exists for continuing to keep the topic of gender equity in career development a high priority for both employers and for career development professionals.

### Conclusions with Respect to Race Differences and Career Development

Based on comparisons of the responses of Black and White Americans, the following conclusions appear warranted:

1. Race differences in career development continue to be a problem for adult Black Americans.
2. Adult Black Americans appear to have a greater need for help in career development than do adult White Americans.
3. Race differences appear to be a more serious problem than gender differences in the career development of adult workers.
4. Adult Black Americans appear to be more ready to seek help in career development than do adult White Americans.

### Implications for the Career Development Movement

Data collected by the 1993 NCDA Gallup Survey indicate a number of kinds of major career development problems to be faced by the United States. It appears that career development professionals, while in short supply in terms of serving any given category of persons, are generally judged by those they serve as providing quality help in career development. Only what are considered to be the most serious and most obvious implications are noted and discussed. Each reader is urged to formulate her/his own list of implications.

1. *The career development needs of all persons in the Age 18–25 category are not being met adequately.* These data indicate that there is a huge gap in the availability of career development assistance to youth aged 18–25 not in school. Indicators of career development are markedly different for adults in the Age 18–25 category as compared to all other adult age categories. Yet, no systematic kind of career development assistance is available to persons in this category. There is a need for the establishment of a nationwide system of community career development centers open to both youth and adults of all ages, with special attention on meeting the career development needs of persons aged 18–25. Many persons today are floundering in the secondary labor market in positions that contribute only marginally to either worker satisfaction or societal benefits. Such centers are also badly needed and would be widely used by today's large and growing numbers of displaced adult workers, by women currently serving as full-time homemakers but seeking to return to the labor force, and by retired persons desiring to return to the labor market. Finally, these centers would be a valuable source of supplementary help to K-12 educators seeking to help students in career development. To establish and operate such a system represents a modest cost that holds great potential for producing sizable benefits. It is an investment well worth making at federal, state, and local community levels.
2. *There is a great and growing need for almost all persons leaving the secondary school to secure some kind of postsecondary education prior to entering the labor market.* The emerging high skills-high tech occupational society has few good employment opportunities for those with only a high school education or less. While the advantages of being a 4-year college graduate are indicated by the data collected in this survey, it appears that, in terms of the demographics of the population and the occupational society, it would be unwise to encourage a much higher percentage of high school leavers to seek a 4-year college degree. Today's labor market is already saturated with 4-year college graduates (Shelley, 1992). Instead, some other form of postsecondary education—most typically those found either in a community college or in a post high school vo-tech institution setting—will be needed by an increasingly large percentage of high school leavers. How to help these students (and, in many

cases, their parents) investigate and then choose to enroll in such institutions is a major challenge facing career development professionals today—and this will become an even bigger problem in future years.

3. *A high priority needs to be placed on meeting the career development needs of persons who drop out of 4-year colleges/universities prior to receiving a degree.* Approximately one-half of those entering a 4-year college or university do not graduate. Relatively little has been written about efforts to meet the special career development needs of these persons. Data gathered in this survey make it clear that their career development needs are not met as compared with other categories of persons with postsecondary education. Many of these persons would probably do well if they enrolled in some of the "high skills-high tech" programs now being offered in both community college and postsecondary vocational/technical institute settings. The challenge is one of helping these persons recognize and value such education without feeling they have become "second-class citizens." The community career development centers recommended in #1 above should be welcomed by and useful to those who drop out of 4-year college/university settings prior to graduation.
4. *While some progress has been made, the need to bring equity of career development opportunities to minority persons remains strong and must continue as a high priority of the career development movement.* While the data available in this survey allowed comparisons only between Black Americans and White Americans, the lack of equity of opportunity is still clear. Were data from all minority groups available, it seems almost certain the need would become even more clear. Much more remains to be done. This must be a top priority for NCDA.
5. *There remains a great need for the career development movement to continue placing a high priority on ensuring gender equity in providing career development opportunities.* The generally favorable results found in this survey in no way should be interpreted to mean that the need to make gender equity a priority for career development professionals no longer exists. On matters of both gender equity and race equity, the need for positive action is a continuing one. If attempts to ensure equity are not continued, it seems almost inevitable that discrimination will very quickly reappear. This is not the time for the career development movement to rest on its laurels in the area of gender equity. The priority must be continued.
6. *The need for greater employer involvement in career development continues to be sizable.* In spite of all the pleas for more employer involvement in preparing persons for success in the occupational

society, data collected in this survey indicate that, among adult workers, approximately 1 in 3 have received no training from their employer during the past year and that, on the average, only about 1 in 4 workers in any subcategory have received 31 days or more of employer training. The situation is particularly questionable in terms of employer contributions to the training of persons with a high school diploma or less and/or under the age of 25. Massive efforts required to make American workers successful in competing in the international marketplace cannot be mounted or executed until and unless much greater and better employer involvement takes place. There is much to do before this can be said to be accomplished.

7. *Special attention must be provided those youth who either (a) drop out of high school or (b) seek to enter the labor market with only a high school education.* For both of these subgroups, data collected here indicate that professional counselors have devoted very little time to helping them with various facets of career development. Most will, if employed at all, find jobs in the secondary labor market—jobs that pay little, provide no good opportunities for advancement, have no package of employee benefits, and have no real job security. Despite all that might be done, it appears inevitable that we will, for many years to come, have approximately one million or more such youth leaving secondary schools each year. If nothing is done to help meet their career development needs, most will probably neither like the jobs they find nor be very successful in them.

It will do little good if counselors simply repeat over and over again the need for these youth to consider some form of postsecondary education. Instead, efforts must be concentrated on helping them discover ways of making work—paid and/or unpaid—a valued part of total lifestyle. Instruction in seeking/finding/getting/holding jobs should be provided these youth as part of the secondary school experience. So should work experience that emphasizes the importance of acquiring and practicing productive work habits. An active job-searching program should be available for use by these students whenever it is needed. A large investment in helping these youth while they are still in high school will, in the long run, be considerably cheaper than the costs likely to be involved in caring for them during long periods of unemployment and/or delinquent behavior as adults.

## Implications for K-12 Educational Reform

There is great need to use the concept of "work" as a motivating force for both teachers and students in the K-12 education system. The National Education Goals Panel (1991) has identified and justified six important goals for America's K-12 system of education. The debate now needed centers not so much on the goals themselves, but rather, on how they will be met. Whenever this topic is raised, the discussion inevitably comes down to discussing motivations of both pupils and their teachers. What will encourage students to want to learn? What will encourage teachers to want to teach? Much of the rationale behind the creation of these six goals is concerned with America's ability to compete successfully in the international marketplace—particularly in terms of emphasizing the importance of education-work relationships for all persons. Thus, it appears both logical and practical to consider using the concept of education-work relationships as a motivating force for encouraging both pupils and their teachers to work toward attaining the six goals.

If this is to be done, it will be necessary to consider the K-12 classroom as a "workplace" and both students and teachers as "workers." This, in turn, should lead both pupils and their teachers to view "work" in a positive light and to practice productive work habits. Only if this is done beginning at the early elementary school level can we expect all pupils—including those who will drop out of high school and those who will seek to enter the labor market with no formal postsecondary educational accomplishments—to make work values an integral part of their system of personal values.

To the extent this is done, educational productivity can be expected to increase following the same general rules that apply for increasing industrial productivity. Teaching pupils to learn and use productive work habits beginning in the early elementary school years will go far in ensuring that America has a population of adults with productive work habits. Unless this is done, the American system of K-12 education will be making only minimal contributions toward preparing both high school dropouts and high school graduates seeking no further education for successful participation in American society. Instead we may be influencing these youth toward a life of criminal activity, drug usage, and other forms of nonproductive delinquent behavior. It will be far cheaper to reform America's K-12 education system in ways that ensure almost all pupils will leave high school as persons who value work and practice productive work habits.

To those who object by pointing out that preparing students for work is only one of many responsibilities of the K-12 education system, it should be pointed out that, by "productive workers," we mean persons who: (a) have a clear understanding of the importance of the work tasks they are asked to accept, (b) have been given the work skills necessary for successful completion of their work assignments, (c) do their best to accomplish each work assignment, (d) complete work tasks assigned to them, (e) finish their work on schedule, (f) follow directions necessary for successful completion of their work, and (g) develop and practice positive and cooperative working relationships with their colleagues. It should be pointed out that persons who possess qualities such as these are more than "good workers." These same qualities are essential for persons who are "good students," "good teachers," "good parents," and/or "good citizens." With both paid and unpaid work in its conceptualization, this is a very broad view of the need for educational reform. It is certainly one well worth serious consideration.

## Concluding Statement

About one-half of those adults in this survey who were students reported having visited with a professional counselor about career development. This may, in part, be due to a shortage of counselors. It may be due to the fact that, for many of today's professional counselors who work in various educational settings, career development is not a priority area of concern. As relationships between work and education come closer together, the need for professional counselors in all educational settings to make career development a priority is sure to increase.

The survey has produced mountains of data illustrating the need of adults in a wide variety of subcategories for professional career development assistance. The data support the fact that the career development needs of adults are not currently well met by today's career development specialists. This may not be because counselors lack the expertise to be helpful, but rather primarily because of the shortage of qualified career development specialists nationwide. The time to mount a national campaign aimed at turning this around is now.

The emerging information-oriented high-technology occupational society seems sure to complicate the career decision-making process for both youth and adults in America. Part of the problem is the increasing need for most persons to find and exercise direct relationships between education and employment. Part of the problem lies in the increasing frequency with which occupations are changing coupled with the need to change occupations multiple times during one's working life.

Currently, a wide variety of forces are being recommended and used in order to ensure that persons will prepare themselves for the kinds of occupations that are emerging. As these efforts continue, the importance of comprehensive career development programs aimed at protecting and enhancing full freedom of career choice on the part of all Americans becomes increasingly vital. Helping persons decide, plan, ready themselves for, and enter into occupations they have chosen must be a strong priority in any national transition from schooling to employment effort.

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Appendix

# TECHNICAL INFORMATION

The information in this appendix was provided by Harry Cotugno, The Gallup Organization, Princeton, New Jersey.

# Appendix A
# Sample Design

The Gallup Organization's standard national telephone samples are unclustered random digit dial (RDD) samples purchased from Survey Sampling, Incorporated, and are based on a proportionate stratified sampling design.

The random digit aspect of the sample is used to avoid "listing" bias. According to the most recent estimates from the Bureau of the Census, there are 91 million households in the United States, and approximately 92.5% of them contain one or more telephones. Telephone directories only list about 71% of such "telephone households," and numerous studies have shown that households with unlisted telephone numbers are different in several important ways from listed households. Moreover, nearly 15% of listed telephone numbers are "discontinued" due to household mobility and directory publishing lag, and it is reasonable to assume that a roughly equal number are working residential numbers too new to be found in published directories.

In order to avoid these various sources of bias, a random digit procedure designed to provide representation of both listed and unlisted (including not-yet-listed) numbers is used. The design of the sample ensures this representation by random generation of the last two digits of telephone numbers selected on the basis of their area code, telephone exchange (the first three digits of a seven-digit telephone number), and bank number (the fourth and fifth digits).

The selection procedure produces a sample that is superior to random selection from a frame of listed telephone households, and the superiority is greater to the degree that the assignment of telephone numbers to households is made independently of their publication status in the directory. That is, if unlisted numbers tend to be found in the same telephone banks as listed numbers and if, in general, banks containing relatively few listed numbers also contain relatively few unlisted numbers, then the sample that results from the procedure described below will represent unlisted telephone households fully as well as it represents listed households. Random number selection within banks ensures that all numbers within a particular bank (whether listed or unlisted) have the same likelihood of inclusion in the sample, and that the sample so generated will represent listed and unlisted telephone households in the appropriate proportions.

A database of listed telephone numbers for the continental United States is first stratified into four regions of the country and, within region, telephone numbers are further stratified into three size-of-community strata: (a) incorporated cities of population 1,000,000 and over; (b) incorporated cities of population 250,000 to 999,999; and (c) the remainder of the continental United States. Separate samples are drawn from each of the resulting 12 region/size-of-community strata. The first eight digits of the sample telephone numbers (area code, telephone exchange, and bank number) are then selected after further geographic pre-stratification of this database so that within each region and size-of-community stratum state, county, and telephone exchange within county are all represented in their appropriate proportions. That is, the number of telephone numbers randomly sampled from within a given exchange is proportional to that exchange's share of listed telephone households in the set of exchanges from which the sample is drawn.

Only working banks of numbers are selected. A working bank is defined as 100 contiguous telephone numbers containing three or more residential telephone listings. By eliminating non-working banks of numbers from the sample, the likelihood that any sampled telephone number will be associated with a residence increases from only 20% (where all banks of numbers are sampled) to between 60% and 70%.

The sample of telephone numbers produced by this method is thus designed to produce an unbiased random sampling of telephone households in the continental United States. Quotas for completed interviews within each of the 12 strata are set proportionate to the distribution of continental United States telephone households in the 12 areas.

Within each contacted household, an interview is sought with the youngest man 18 years or older who is at home. If no man is at home, an interview is sought with the oldest woman at home. In addition, a quota is set so that 50% of completed interviews in each of the 12 areas are male and 50% are female. This method of respondent selection within households produces an age distribution by sex that closely approximates the age by sex distribution of the total population. Up to three calls are made to each selected telephone number in order to complete an interview. The time of day and the day of the week for callbacks is varied so as to maximize the chances of finding a respondent at home. All interviews are conducted on weekends or weekday evenings so that potential respondents who work full-time can be contacted.

The final sample is weighted so that the region by age by sex by education distribution and the region by sex by race distribution of the sample matches current estimates derived from the U.S. Census Bureau's Current Population Survey (CPS) for the adult population living in telephone households in the continental U.S.

## Sampling Tolerances

In interpreting survey results, it should be borne in mind that all sample surveys are subject to sampling error, that is, the extent to which the results may differ from what would be obtained if the whole population had been interviewed. The size of such sampling errors depends largely on the number of interviews.

The following tables may be used in estimating the sampling error of any percentage in this report. The computed allowances have taken into account the effect of the sample design upon sampling error. They may be interpreted as indicating the range (plus or minus the figure shown) within which the results of repeated samplings in the same time period could be expected to vary 95% of the time, assuming the same sampling procedures, the same interviewers, and the same questionnaire.

The first table shows how much allowance should be made for the sampling error of a percentage:

The table would be used in the following manner: Let us say a reported percentage is 33 for a group which includes 1,000 respondents. Then we go to row "percentages near 30" in the table and go across to the column headed "1000." The number at this point is 3, which means that the 33% obtained in the sample is subject to a sampling error of plus or minus 3 points. Another way of saying it is that very probably (95 chances of 100)

*** RECOMMENDED ALLOWANCE FOR SAMPLING ERROR OF A PERCENTAGE ***

| | | In Percentage Points (at 95 in 100 Confidence Level)* Sample Size | | | | | |
|---|---|---|---|---|---|---|---|
| | | 1000 | 800 | 600 | 400 | 200 | 100 |
| Percentages near | 10 | 2 | 2 | 3 | 3 | 5 | 6 |
| Percentages near | 20 | 3 | 3 | 4 | 4 | 6 | 9 |
| Percentages near | 30 | 3 | 3 | 4 | 5 | 7 | 10 |
| Percentages near | 40 | 3 | 4 | 4 | 5 | 7 | 11 |
| Percentages near | 50 | 3 | 4 | 4 | 5 | 8 | 11 |
| Percentages near | 60 | 3 | 4 | 4 | 5 | 7 | 11 |
| Percentages near | 70 | 3 | 3 | 4 | 5 | 7 | 10 |
| Percentages near | 80 | 3 | 3 | 4 | 4 | 6 | 9 |
| Percentages near | 90 | 2 | 2 | 3 | 3 | 5 | 6 |

*The chances are 95 in 100 that the sampling error is not larger than the figure shown the true figure would be somewhere between 29 and 37, with the most likely figure the 33 obtained.

In comparing survey results in two samples, such as, for example, men and women, the question arises as to how large a difference between them must be before one can be reasonably sure that it reflects a real difference. In the tables below, the number of points which must be allowed for in such comparisons is indicated.

Two tables are provided. One is for percentages near 20 or 80; the other for percentages near 50. For percentages in between, the error to be allowed for is between those shown in the two tables.

*** RECOMMENDED ALLOWANCE FOR SAMPLING ERROR OF THE DIFFERENCE BETWEEN PERCENTAGES IN THE 20% OR THE 80% RANGE ***

| | In Percentage Points (At 95% Confidence Level)* Sample Size | | | | | |
|---|---|---|---|---|---|---|
| | 1000 | 800 | 600 | 400 | 200 | 100 |
| 1000 | 4 | | | | | |
| 800 | 4 | 4 | | | | |
| 600 | 4 | 5 | 5 | | | |
| 400 | 5 | 5 | 6 | 6 | | |
| 200 | 7 | 7 | 7 | 7 | 9 | |
| 100 | 9 | 9 | 9 | 10 | 11 | 12 |

*** RECOMMENDED ALLOWANCE FOR SAMPLING ERROR OF THE DIFFERENCE BETWEEN PERCENTAGES IN THE 50% RANGE ***

| | In Percentage Points (At 95% Confidence Level)* Sample Size | | | | | |
|---|---|---|---|---|---|---|
| | 1000 | 800 | 600 | 400 | 200 | 100 |
| 1000 | 5 | | | | | |
| 800 | 5 | 5 | | | | |
| 600 | 6 | 6 | 6 | | | |
| 400 | 6 | 7 | 7 | 8 | | |
| 200 | 8 | 9 | 9 | 9 | 11 | |
| 100 | 11 | 11 | 12 | 12 | 13 | 15 |

# Appendix B
# Survey Questions

## Survey Questions

## FIELD FINAL—SEPTEMBER 27, 1993

AC837
Project Registration #40304800
_X_ APPROVED BY CLIENT NCDA
Copyright, The Gallup Organization DATE ____________
Harry E. Cotugno INTERVIEWED BY ____________

Hello, this is ____________________ with The Gallup Organization of Princeton, New Jersey. May I please speak with the youngest male, 18 years of age or older, who is now at home? **(INTERVIEWER NOTE; Need youngest AVAILABLE male, not necessarily the youngest adult male member of the household)** **(If "No male," ask:)** May I please speak with the oldest female, 18 years of age or older, who is now at home? **(When qualified respondent is reached, continue:)**

1 Yes, male
2 Yes, female **(Continue)**
3 No adult 18 or older in household **(Thank, Terminate & Tally)**
4 No adult 18 or older available **(Set time to call back)** ____ (44)

S1. AGE: Please tell me how old you are. (Open ended **and code actual age)** ____ ____ ____

1. What is your current employment status? Are you (**Read 1–3**)?
   1 Employed full-time, at least 35 hours a week
   2 Employed part-time, less than 35 hours a week, OR

3 Not employed
4 DK/RF [Don't Know/Refused]

2. Are you a student, either full-time or part-time?

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Yes | No | (DK) | (RF) |

3. In the past year, did you need help in selecting, changing, or getting a job?

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Yes | No | (DK) | (RF) |

4. If you did or would need help, from whom did or would you seek it? (**Read 06–14**) (**ENTER ALL RESPONSES**)

01 Someone else (list)
02 (DK)
03 (RF)
04 HOLD
05 HOLD
06 Relatives
07 Friends/Neighbors/Associates
08 Job placement specialist in private practice
09 Public job service counselor
10 Professional career, school, or college counselor
11 Teacher or school staff member other than a counselor
12 A present or former employer
13 A community, business, and/or religious leader, OR
14 Didn't or wouldn't you know where to go for help?
15 Fellow worker

5. Which of the following sources, if any, have you used to get information about jobs or careers? (**Read 1–8**) (**ENTER ALL RESPONSES**)

1 The public library
2 A career information center in a high school
3 A career information center in a community college or in a 4-year college university
4 Some other career information center in your community
5 Newspapers/Magazines/Television
6 A public job service or job training program
7 A computerized career information system in a school, library, job service office, or other location
8 None/you have used no sources (**Skip to #9**)
9 (DK/RF)

6. Was the information you needed about jobs and careers AVAILABLE when you were making decisions about job changes or choices?

1 Yes, information was available
2 No, information was not available
3 (I haven't needed any new information)
4 (DK/RF)

7. Was the information available to you about jobs and careers USEFUL, or not useful when trying to make decisions about job changes or choices?
1 Yes, useful
2 No, not useful
3 (DK/RF)

8. Do you think that the usefulness of information about jobs and careers should be improved, or do you think the usefulness of such information is adequate as it is?
1 Usefulness should be improved
2 Usefulness adequate as it is
3 (DK/RF)

9. Have you ever visited with a professional counselor in a school or college about the possible career choices you might want to consider?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| Yes | No | (DK) | (RF) |
| **(Continue)** | | **(Skip to #11)** | |

10. (**If code "1 - Yes" in #9, ask:**) When you visited with a professional counselor in a school or college, how good was that counselor in helping you make a career choice? Would you say (**Read 1–3**)?
1 Very good
2 Somewhat good, OR
3 Not good
4 (DK/RF)

11. Have you ever visited with a professional counselor in a private fee-charging career counseling agency about possible career choices you might want to consider?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| Yes | No | (DK) | (RF) |

12. Have you ever visited with a career development person, other than a professional counselor, about possible career choices you might want to consider?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| Yes | No | (DK) | (RF) |

13. If you could start over and plan your work life, would you try, or not try, to get more information about the job or career options open to you than you did the first time?

1 Yes, would
2 No, would not
3 (DK/RF)

14. Do you think you will need more formal training or education to maintain or increase your earning power during the next few years?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| Yes | No | (DK) | (RF) |
| **(Continue)** | **(Skip to "Note" before #16)** | | |

15. **(If code "1 - Yes" in #14, ask:)** Where do you think you will probably get the kind of training you will need? Would it be from (**Read 06–13**)?
01 Other (list)
02 (DK)
03 (Refused)
04 HOLD
05 HOLD
06 Special courses or programs provided by your employer
07 Special courses or programs provided by a professional or trade association
08 Special courses or programs provided by a labor union
09 Adult or continuing education program in public schools
10 Some kind of public job training program
11 Business, technical, or trade school
12 Community college
13 4-year college or university

**(If code "1" or "2" in #1, Continue: Otherwise, Skip to #20)**

16. How well would you say your formal education and training are being used in your present job? (**Read 1–4**)
1 Very well
2 Fairly well
3 Not very well, OR
4 Not well at all
5 (DK/RF)

17. Thinking ahead for the next three years, which one of the following best describes what is most likely to happen with regard to your present job? (**Read 06–10**)
01 Other (list)
02 (DK/Not sure)
03 (Refused)
04 HOLD

05 HOLD
06 You will stay with your current employer
07 You will be forced to change jobs because of job termination, going-out-of-business, family move, etc.
08 You will choose to change jobs
09 You will leave the labor force permanently
10 You will leave the labor force temporarily

18. If your employer has provided you with any kind of special job training, how long was the training? (**Read 1–5**)
1 Not more than one day
2 2–5 days
3 6–10 days
4 11–30 days
5 31 days or more
6 (My employer has NOT provided me with any kind of special job training)
7 (DK/RF)

19. How much do you like the job you now hold? (**Read 1–4**)
1 Very much—you don't want to leave it
2 Quite a bit—you don't know of jobs you could get that are any better
3 A little bit—it's better than some other jobs you could have, OR
4 Very little—you wish you could find a better job somewhere else
5 (DK/RF)

20. How well would you say your formal education and training were used in the last job you held? (**Read 1–4**)
1 Very well
2 Fairly well
3 Not very well, OR (**Continue**)
4 Not well at all
5 (This is the only job I've held) (**Skip to "Note"**
6 (Never held a job) **before #22**)
7 (DK/RF) - (**Continue**)

21. (**If code "1–4" or "7" in #20, ask:**) Under what circumstances did you leave your last job? (**Read 06–10**)
01 OR, something else (list)
02 (DK)
03 (Refused)
04 HOLD
05 HOLD
06 Did you quit?
07 Was your job eliminated so you had to leave?

08 Was your job changed and you didn't have the new skills needed to do it?
09 Did your employer have to reduce the number of jobs because of slow business?
10 Were you fired?

**(If code "1" or "2" in #1, Continue: Otherwise, Skip to #23)**

22. Which ONE of the following best describes how you first got started in your present job or career? (**Read 06–12**)
01 Other (list)
02 (DK/Not sure)
03 (Refused)
04 HOLD
05 HOLD
06 You made a conscious choice and followed a definite plan
07 You got started through a series of chance circumstances
08 You were influenced by your parents and relatives
09 You were influenced by your friends and associates
10 You were influenced by a professional school, college, or career counselor
11 You were influenced by a counselor or job placement officer in the public job service or job training program, OR
12 You took the only job that was available

23. How long have you been employed at your current job? (Open ended **and code actual number of years**)
96 96+
97 Less than one year
98 (DK)
99 (Refused)

24. I am going to read you some of the areas to which the public high schools devote attention in educating students. As I read you these areas, one at a time, please tell me whether you feel the high schools in your community devote too much attention (TMA), not enough attention (NEA), or about the right amount (ARA) of attention to that area? (**Read and rotate A-G**)

| | TMA | NEA | ARA | DK/RF |
|---|---|---|---|---|
| A. Helping students choose their careers | 1 | 2 | 3 | 4 |
| B. Helping students who do not go to college develop skills so they can get jobs after graduation | 1 | 2 | 3 | 4 |

| | | | | | |
|---|---|---|---|---|---|
| C. | Helping students develop skills in identifying jobs that are open in their communities | 1 | 2 | 3 | 4 |
| D. | Placing students who have dropped out or graduated into jobs | 1 | 2 | 3 | 4 |
| E. | Helping students learn how to use occupational information about salary and working conditions | 1 | 2 | 3 | 4 |
| F. | Helping students develop the skills they need to get jobs such as job interviewing techniques | 1 | 2 | 3 | 4 |
| G. | Preparing students for college | 1 | 2 | 3 | 4 |

**DEMOGRAPHICS BEGIN HERE:**

D1. Which of the following represents the highest level of formal education you have had? (**Read 1–7**)

1 Less than a high school graduate
2 High school graduate
3 Post high school vocational training less than two years
4 Community college or two-year postsecondary vocational school graduate
5 Some four-year college/university education but did not graduate
6 Four-year college/university graduate
7 Four-year college/university graduate plus more
8 (RF)

D2. ETHNICITY; Are you, yourself, of Hispanic origin or descent, such as Mexican, Puerto Rican, Cuban, or other Spanish background?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| Yes | No | (DK) | (RF) |

(**DEMOGRAPHICS CONTINUED**)

D3. RACE: What is your race? Are you White, African-American, or some other race? (**NOTE: If respondent says "Hispanic," ask:**) Is that White Hispanic or Black Hispanic? (**If respondent says "just Hispanic," code as "06-White"**)

01 Some other race (list)
02 (DK)
03 (Refused)
04 HOLD
05 HOLD
06 White
07 African-American

(**VALIDATE PHONE NUMBER AND THANK RESPONDENT**)

# Appendix C
# Sample Composition

*** SAMPLE COMPOSITION ***

| | Total Sample | | Employed | |
|---|---|---|---|---|
| | Weighted Percent | Number of Interviews | Weighted Percent | Number of Interviews |
| NATIONAL | 100.0 | (1046) | 100.0 | (713) |
| Sex | | | | |
| Male | 47.6 | (471) | 52.1 | (348) |
| Female | 52.4 | (575) | 47.9 | (365) |
| Race | | | | |
| White | 85.4 | (888) | 88.3 | (623) |
| Black | 10.2 | (91) | 7.7 | (47) |
| Other | 3.4 | (58) | 3.1 | (38) |
| Age | | | | |
| 18-25 years | 16.4 | (257) | 16.6 | (171) |
| 26-40 years | 33.1 | (328) | 42.1 | (271) |
| 41-55 years | 22.5 | (230) | 29.4 | (195) |
| 56-65 years | 13.1 | (114) | 9.6 | (61) |
| 66 and older | 13.7 | (105) | 1.2 | (8) |
| Education | | | | |
| College graduate | 21.8 | (266) | 27.2 | (213) |
| Other college | 23.2 | (353) | 26.4 | (255) |
| Post high school vocational | 10.6 | (88) | 10.8 | (57) |
| High school graduate | 29.8 | (261) | 30.3 | (166) |
| Not high school graduate | 14.4 | (75) | 5.2 | (21) |
| Employment Status | | | | |
| Full-time | 53.4 | (564) | 82.7 | (564) |
| Part-time | 11.2 | (149) | 17.3 | (149) |
| Not employed | 35.4 | (332) | — | — |

# Appendix D
# Detailed Findings

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.1 WHAT IS YOUR CURRENT EMPLOYMENT STATUS
BASED ON TOTAL RESPONDENTS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527<br>100.0 | 1202<br>100.0 | 1325<br>100.0 | 414<br>100.0 | 836<br>100.0 | 568<br>100.0 | 332<br>100.0 | 346<br>100.0 | 364<br>100.0 | 753<br>100.0 | 269<br>100.0 | 231<br>100.0 | 355<br>100.0 | 550<br>100.0 |
| *Employment status* | | | | | | | | | | | | | | |
| Employed full-time, at least 35 hours a week | 1349<br>53.4 | 763<br>63.5 | 586<br>44.2 | 165<br>39.8 | 602<br>72.0 | 425<br>74.9 | 132<br>39.9 | 12<br>3.5 | 60<br>16.4 | 421<br>56.0 | 159<br>59.3 | 135<br>58.6 | 194<br>54.8 | 377<br>68.6 |
| Employed part-time, less than 35 hours a week | 282<br>11.2 | 87<br>7.2 | 196<br>14.8 | 105<br>25.4 | 85<br>10.1 | 54<br>9.5 | 24<br>7.3 | 7<br>2.1 | 24<br>6.7 | 73<br>9.7 | 18<br>6.7 | 42<br>18.0 | 59<br>16.5 | 67<br>12.1 |
| Not employed | 894<br>35.4 | 352<br>29.3 | 542<br>40.9 | 144<br>34.8 | 149<br>17.8 | 87<br>15.3 | 175<br>52.8 | 327<br>94.5 | 280<br>76.9 | 258<br>34.3 | 91<br>34.0 | 54<br>23.4 | 100<br>28.3 | 106<br>19.3 |
| Don't know/refused | 2<br>0.1 | —<br>— | 2<br>0.1 | —<br>— | —<br>— | 2<br>0.3 | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | 2<br>0.4 | —<br>— |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.1 WHAT IS YOUR CURRENT EMPLOYMENT STATUS
BASED ON TOTAL RESPONDENTS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Employment status* | | | | | | | | | | | | | | |
| Employed full-time, at least 35 hours a week | 1349 | 1349 | 1349 | — | — | 128 | 1221 | 1199 | 104 | 38 | 103 | 1247 | 606 | 743 |
| | 53.4 | 82.7 | 100.0 | — | — | 37.3 | 55.9 | 55.6 | 40.0 | 43.7 | 43.9 | 54.4 | 61.8 | 48.0 |
| Employed part-time, less than 35 hours a week | 282 | 282 | — | 282 | — | 90 | 192 | 242 | 22 | 13 | 35 | 247 | 131 | 151 |
| | 11.2 | 17.3 | — | 100.0 | — | 26.2 | 8.8 | 11.2 | 8.5 | 14.7 | 15.1 | 10.8 | 13.4 | 9.8 |
| Not employed | 894 | — | — | — | 894 | 126 | 768 | 715 | 133 | 36 | 96 | 798 | 241 | 653 |
| | 35.4 | — | — | — | 100.0 | 36.5 | 35.2 | 33.1 | 51.5 | 41.6 | 41.0 | 34.8 | 24.6 | 42.2 |
| | 2 | — | — | — | — | — | 2 | 2 | — | — | — | 2 | 2 | — |
| Don't know/refused | 0.1 | — | — | — | — | — | 0.1 | 0.1 | — | — | — | 0.1 | 0.2 | — |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.2 ARE YOU A STUDENT, EITHER FULL-TIME OR PART-TIME
BASED ON TOTAL RESPONDENTS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527 | 1202 | 1325 | 414 | 836 | 568 | 332 | 346 | 364 | 753 | 269 | 231 | 355 | 550 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Student* | | | | | | | | | | | | | | |
| Yes | 343 | 178 | 165 | 180 | 121 | 34 | 9 | — | 31 | 29 | 40 | 41 | 119 | 84 |
| | 13.6 | 14.8 | 12.5 | 43.3 | 14.4 | 6.0 | 2.7 | — | 8.5 | 3.8 | 14.7 | 17.6 | 33.6 | 15.3 |
| No | 2183 | 1024 | 1160 | 235 | 715 | 534 | 323 | 346 | 333 | 724 | 229 | 190 | 236 | 465 |
| | 86.4 | 85.2 | 87.5 | 56.7 | 85.6 | 94.0 | 97.3 | 100.0 | 91.5 | 96.2 | 85.3 | 82.4 | 66.4 | 84.7 |
| Don't know/refused | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | — | — | — | — | — | — | — | — | — | — | — | — | — | — |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.2 ARE YOU A STUDENT, EITHER FULL-TIME OR PART-TIME
BASED ON TOTAL RESPONDENTS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career develop-ment person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Student* | | | | | | | | | | | | | | |
| Yes | 343 | 218 | 128 | 90 | 126 | 343 | — | 248 | 61 | 25 | 79 | 265 | 224 | 120 |
| | 13.6 | 13.4 | 9.5 | 31.9 | 14.0 | 100.0 | — | 11.5 | 23.5 | 29.4 | 33.8 | 11.5 | 22.8 | 7.7 |
| No | 2183 | 1414 | 1221 | 192 | 768 | — | 2183 | 1909 | 198 | 61 | 155 | 2029 | 756 | 1427 |
| | 86.4 | 86.6 | 90.5 | 68.1 | 86.0 | — | 100.0 | 88.5 | 76.5 | 70.6 | 66.2 | 88.5 | 77.2 | 92.3 |
| Don't know/refused | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | — | — | — | — | — | — | — | — | — | — | — | — | — | — |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.3 IN THE PAST YEAR, DID YOU NEED HELP IN SELECTING, CHANGING, OR GETTING A JOB
BASED ON TOTAL RESPONDENTS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18-25 Years | 26-40 Years | 41-55 Years | 56-65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527 | 1202 | 1325 | 414 | 836 | 568 | 332 | 346 | 364 | 753 | 269 | 231 | 355 | 550 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Need Help* | | | | | | | | | | | | | | |
| Yes | 234 | 121 | 113 | 98 | 81 | 42 | 9 | — | 20 | 52 | 42 | 16 | 46 | 57 |
| | 9.2 | 10.1 | 8.5 | 23.7 | 9.7 | 7.5 | 2.8 | — | 5.5 | 6.9 | 15.6 | 6.8 | 12.9 | 10.4 |
| No | 2293 | 1081 | 1212 | 316 | 755 | 525 | 323 | 346 | 344 | 701 | 227 | 215 | 309 | 493 |
| | 90.8 | 89.9 | 91.5 | 76.3 | 90.3 | 92.5 | 97.2 | 100.0 | 94.5 | 93.1 | 84.4 | 93.2 | 87.1 | 89.6 |
| Don't know/refused | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | — | — | — | — | — | — | — | — | — | — | — | — | — | — |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.3 IN THE PAST YEAR, DID YOU NEED HELP IN SELECTING, CHANGING, OR GETTING A JOB
BASED ON TOTAL RESPONDENTS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Need help* | | | | | | | | | | | | | | |
| Yes | 234 | 138 | 103 | 35 | 96 | 79 | 155 | 173 | 45 | 9 | 234 | — | 141 | 93 |
| | 9.2 | 8.5 | 7.6 | 12.5 | 10.7 | 23.0 | 7.1 | 8.0 | 17.5 | 10.0 | 100.0 | — | 14.4 | 6.0 |
| No | 2293 | 1494 | 1247 | 247 | 798 | 265 | 2029 | 1984 | 214 | 78 | — | 2293 | 839 | 1454 |
| | 90.8 | 91.5 | 92.4 | 87.5 | 89.3 | 77.0 | 92.9 | 92.0 | 82.5 | 90.0 | — | 100.0 | 85.6 | 94.0 |
| Don't know/refused | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | — | — | — | — | — | — | — | — | — | — | — | — | — | — |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.4 IF YOU DID OR WOULD NEED HELP, FROM WHOM DID OR WOULD YOU SEEK IT
BASED ON TOTAL RESPONDENTS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18-25 Years | 26-40 Years | 41-55 Years | 56-65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527<br>100.0 | 1202<br>100.0 | 1325<br>100.0 | 414<br>100.0 | 836<br>100.0 | 568<br>100.0 | 332<br>100.0 | 346<br>100.0 | 364<br>100.0 | 753<br>100.0 | 269<br>100.0 | 231<br>100.0 | 355<br>100.0 | 550<br>100.0 |
| *From Whom* | | | | | | | | | | | | | | |
| Friends/neighbors/ associates | 796<br>31.5 | 406<br>33.8 | 390<br>29.4 | 174<br>42.1 | 295<br>35.3 | 164<br>28.9 | 97<br>29.3 | 65<br>18.7 | 75<br>20.5 | 203<br>27.0 | 117<br>43.6 | 69<br>30.0 | 109<br>30.6 | 220<br>40.0 |
| Relatives | 487<br>19.3 | 196<br>16.3 | 292<br>22.0 | 144<br>34.8 | 159<br>19.0 | 91<br>16.1 | 24<br>7.2 | 68<br>19.8 | 92<br>25.2 | 154<br>20.4 | 55<br>20.6 | 47<br>20.4 | 59<br>16.7 | 77<br>14.0 |
| Job placement specialist in private practice | 453<br>17.9 | 228<br>18.9 | 225<br>17.0 | 69<br>16.6 | 165<br>19.8 | 127<br>22.3 | 48<br>14.4 | 43<br>12.5 | 41<br>11.3 | 120<br>15.9 | 43<br>16.0 | 52<br>22.5 | 63<br>17.8 | 131<br>23.8 |
| A present or former employer | 423<br>16.7 | 189<br>15.7 | 233<br>17.6 | 51<br>12.2 | 139<br>16.6 | 118<br>20.8 | 60<br>18.2 | 54<br>15.7 | 47<br>12.9 | 128<br>17.0 | 52<br>19.4 | 40<br>17.5 | 40<br>11.4 | 112<br>20.3 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Professional career, school, or college counselor | 380<br>15.0 | 167<br>13.9 | 213<br>16.1 | 87<br>20.9 | 139<br>16.6 | 94<br>16.5 | 22<br>6.6 | 36<br>10.5 | 35<br>9.7 | 77<br>10.2 | 46<br>17.2 | 30<br>13.1 | 72<br>20.4 | 116<br>21.1 |
| Public job service counselor | 344<br>13.6 | 148<br>12.3 | 196<br>14.8 | 58<br>14.1 | 105<br>12.6 | 94<br>16.6 | 50<br>14.9 | 33<br>9.7 | 50<br>13.7 | 111<br>14.8 | 47<br>17.5 | 21<br>8.9 | 57<br>15.9 | 56<br>10.2 |
| A community, business, and/or religious leader | 251<br>9.9 | 113<br>9.4 | 138<br>10.4 | 22<br>5.3 | 59<br>7.1 | 89<br>15.7 | 35<br>10.6 | 42<br>12.3 | 71<br>19.5 | 58<br>7.7 | 25<br>9.2 | 20<br>8.5 | 22<br>6.2 | 53<br>9.6 |
| Didn't or wouldn't know where to go for help | 210<br>8.3 | 103<br>8.6 | 108<br>8.1 | 24<br>5.9 | 58<br>6.9 | 30<br>5.2 | 53<br>15.8 | 40<br>11.6 | 33<br>9.0 | 79<br>10.5 | 24<br>9.1 | 8<br>3.7 | 24<br>6.7 | 42<br>7.6 |
| Teacher or school staff member other than a counselor | 175<br>6.9 | 62<br>5.2 | 112<br>8.5 | 51<br>12.3 | 37<br>4.4 | 60<br>10.6 | 9<br>2.6 | 18<br>5.2 | 17<br>4.7 | 39<br>5.2 | 27<br>9.9 | 13<br>5.6 | 27<br>7.7 | 49<br>8.9 |
| Fellow worker | 93<br>3.7 | 44<br>3.7 | 49<br>3.7 | 19<br>4.5 | 24<br>2.9 | 31<br>5.4 | 13<br>3.9 | 7<br>1.9 | 2<br>0.5 | 39<br>5.1 | 11<br>4.0 | 12<br>5.1 | 9<br>2.4 | 21<br>3.9 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.4 IF YOU DID OR WOULD NEED HELP, FROM WHOM DID OR WOULD YOU SEEK IT
BASED ON TOTAL RESPONDENTS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Weighted base | 2527<br>100.0 | 1202<br>100.0 | 1325<br>100.0 | 414<br>100.0 | 836<br>100.0 | 568<br>100.0 | 332<br>100.0 | 346<br>100.0 | 364<br>100.0 | 753<br>100.0 | 269<br>100.0 | 231<br>100.0 | 355<br>100.0 | 550<br>100.0 |
| Newspaper | 88<br>3.5 | 47<br>3.9 | 40<br>3.0 | 16<br>3.8 | 41<br>4.9 | 13<br>2.2 | 10<br>2.9 | 8<br>2.5 | 11<br>3.1 | 24<br>3.1 | 12<br>4.4 | 11<br>4.9 | 19<br>5.2 | 11<br>2.0 |
| Myself/look on my own | 82<br>3.2 | 57<br>4.8 | 25<br>1.9 | 5<br>1.1 | 15<br>1.8 | 23<br>4.0 | 20<br>6.1 | 17<br>4.8 | 23<br>6.2 | 37<br>4.9 | 4<br>1.6 | 7<br>3.0 | 4<br>1.1 | 7<br>1.2 |
| Employment agency | 42<br>1.7 | 19<br>1.6 | 23<br>1.7 | 1<br>0.3 | 19<br>2.3 | 13<br>2.2 | 3<br>1.0 | 6<br>1.6 | 3<br>0.7 | 22<br>2.9 | —<br>— | 6<br>2.5 | 5<br>1.4 | 6<br>1.0 |
| Someone in my desired field/the employer I want to work for | 31<br>1.2 | 20<br>1.6 | 11<br>0.8 | 1<br>0.2 | 7<br>0.8 | 9<br>1.6 | 4<br>1.3 | 9<br>2.7 | 8<br>2.2 | 10<br>1.4 | 3<br>1.2 | 3<br>1.4 | 4<br>1.2 | 1<br>0.2 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Someone else | 12 | 8 | 3 | 5 | — | 4 | — | 3 | — | 4 | — | — | 3 | 4 |
| | 0.5 | 0.7 | 0.3 | 1.3 | — | 0.7 | — | 0.8 | — | 0.6 | — | — | 1.0 | 0.7 |
| No one/nowhere/ am not working | 7 | 4 | 3 | — | 2 | — | 5 | — | — | 4 | — | — | 1 | 1 |
| | 0.3 | 0.3 | 0.2 | — | 0.2 | — | 1.5 | — | — | 0.6 | — | — | 0.3 | 0.2 |
| Everything | 8 | 5 | 3 | — | 5 | — | — | — | — | 8 | — | — | — | — |
| | 0.3 | 0.4 | 0.3 | — | 0.6 | — | — | — | — | 1.1 | — | — | — | — |
| Don't know/refused | 261 | 116 | 145 | 23 | 37 | 68 | 29 | 97 | 93 | 59 | 17 | 24 | 14 | 51 |
| | 10.3 | 9.6 | 11.0 | 5.6 | 4.4 | 12.0 | 8.6 | 28.1 | 25.5 | 7.8 | 6.5 | 10.5 | 4.0 | 9.3 |
| Net—relatives | 1049 | 519 | 531 | 244 | 368 | 214 | 118 | 104 | 128 | 292 | 128 | 94 | 148 | 255 |
| | 41.5 | 43.1 | 40.0 | 58.8 | 44.1 | 37.7 | 35.4 | 30.0 | 35.2 | 38.8 | 47.8 | 40.8 | 41.7 | 46.4 |
| Net—counselor | 929 | 414 | 514 | 141 | 353 | 247 | 100 | 80 | 89 | 249 | 98 | 84 | 155 | 249 |
| | 36.7 | 34.5 | 38.8 | 34.1 | 42.3 | 43.5 | 30.1 | 23.0 | 24.6 | 33.1 | 36.4 | 36.6 | 43.8 | 45.4 |
| Net—other source | 723 | 325 | 398 | 99 | 242 | 189 | 93 | 97 | 107 | 218 | 74 | 75 | 81 | 162 |
| | 28.6 | 27.0 | 30.1 | 23.9 | 29.0 | 33.2 | 27.9 | 27.9 | 29.4 | 29.0 | 27.7 | 32.7 | 22.9 | 29.5 |

Q.4 IF YOU DID OR WOULD NEED HELP, FROM WHOM DID OR WOULD YOU SEEK IT
BASED ON TOTAL RESPONDENTS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *From whom* | | | | | | | | | | | | | | |
| Friends/neighbors/ associates | 796 | 567 | 450 | 118 | 227 | 137 | 659 | 674 | 74 | 34 | 94 | 702 | 375 | 420 |
| | 31.5 | 34.8 | 33.3 | 41.6 | 25.4 | 39.8 | 30.2 | 31.3 | 28.6 | 39.3 | 40.1 | 30.6 | 38.3 | 27.2 |
| Relatives | 487 | 327 | 249 | 78 | 160 | 90 | 398 | 398 | 59 | 25 | 54 | 434 | 204 | 284 |
| | 19.3 | 20.0 | 18.4 | 27.8 | 17.9 | 26.2 | 18.2 | 18.4 | 22.7 | 29.2 | 23.0 | 18.9 | 20.8 | 18.3 |
| | | | | | 90 | | | | | | | | | |
| Job placement specialist in private practice | 453 | 319 | 276 | 44 | 134 | 61 | 392 | 361 | 76 | 13 | 46 | 407 | 244 | 209 |
| | 17.9 | 19.6 | 20.4 | 15.5 | 15.0 | 17.8 | 18.0 | 16.7 | 29.5 | 14.6 | 19.8 | 17.7 | 24.9 | 13.5 |
| A present or former employer | 423 | 272 | 222 | 51 | 149 | 35 | 387 | 378 | 26 | 16 | 32 | 391 | 194 | 229 |
| | 16.7 | 16.7 | 16.4 | 17.9 | 16.6 | 10.3 | 17.7 | 17.5 | 9.9 | 18.7 | 13.7 | 17.0 | 19.8 | 14.8 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Professional career, school, or college counselor | 380 | 244 | 191 | 53 | 136 | 100 | 280 | 306 | 51 | 18 | 53 | 328 | 225 | 156 |
| | 15.0 | 15.0 | 14.2 | 18.7 | 15.2 | 29.2 | 12.8 | 14.2 | 19.6 | 20.3 | 22.5 | 14.3 | 22.9 | 10.1 |
| Public job service counselor | 344 | 228 | 190 | 39 | 116 | 46 | 298 | 286 | 45 | 7 | 64 | 280 | 159 | 185 |
| | 13.6 | 14.0 | 14.1 | 13.7 | 13.0 | 13.5 | 13.6 | 13.3 | 17.2 | 8.1 | 27.5 | 12.2 | 16.3 | 12.0 |
| A community, business, and/or religious leader | 251 | 154 | 119 | 34 | 97 | 31 | 220 | 193 | 50 | 6 | 25 | 226 | 95 | 156 |
| | 9.9 | 9.4 | 8.9 | 12.1 | 10.9 | 9.0 | 10.1 | 8.9 | 19.2 | 6.4 | 10.8 | 9.8 | 9.7 | 10.1 |
| Didn't or wouldn't know where to go for help | 210 | 111 | 102 | 9 | 99 | 13 | 197 | 168 | 30 | 10 | 11 | 200 | 51 | 160 |
| | 8.3 | 6.8 | 7.6 | 3.1 | 11.1 | 3.8 | 9.0 | 7.8 | 11.4 | 12.0 | 4.6 | 8.7 | 5.2 | 10.3 |
| Teacher or school staff member other than a counselor | 175 | 121 | 85 | 36 | 54 | 43 | 132 | 137 | 31 | 4 | 22 | 153 | 95 | 80 |
| | 6.9 | 7.4 | 6.3 | 12.8 | 6.1 | 12.4 | 6.1 | 6.3 | 12.0 | 4.8 | 9.4 | 6.7 | 9.7 | 5.1 |
| Fellow worker | 93 | 64 | 51 | 13 | 29 | 10 | 84 | 82 | 11 | — | 12 | 81 | 49 | 45 |
| | 3.7 | 3.9 | 3.8 | 4.6 | 3.3 | 2.8 | 3.8 | 3.8 | 4.3 | — | 5.2 | 3.5 | 5.0 | 2.9 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.4 IF YOU DID OR WOULD NEED HELP, FROM WHOM DID OR WOULD YOU SEEK IT
BASED ON TOTAL RESPONDENTS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Newspaper | 88 | 51 | 48 | 3 | 36 | 19 | 69 | 80 | 8 | — | 14 | 74 | 38 | 49 |
| | 3.5 | 3.2 | 3.6 | 1.1 | 4.0 | 5.6 | 3.1 | 3.7 | 3.0 | — | 5.9 | 3.2 | 3.9 | 3.2 |
| Myself/look on my own | 82 | 49 | 48 | 1 | 32 | 2 | 80 | 78 | — | 3 | 4 | 77 | 21 | 61 |
| | 3.2 | 3.0 | 3.6 | 0.4 | 3.6 | 0.6 | 3.6 | 3.6 | — | 3.9 | 1.8 | 3.4 | 2.1 | 3.9 |
| Employment agency | 42 | 30 | 25 | 5 | 11 | 4 | 38 | 35 | 7 | — | 1 | 41 | 9 | 33 |
| | 1.7 | 1.9 | 1.9 | 1.8 | 1.3 | 1.2 | 1.7 | 1.6 | 2.5 | — | 0.5 | 1.8 | 0.9 | 2.1 |
| Someone in my desired field/the employer I want to work for | 31 | 15 | 14 | 1 | 15 | 3 | 28 | 28 | 3 | — | — | 31 | 5 | 25 |
| | 1.2 | 0.9 | 1.0 | 0.4 | 1.7 | 0.8 | 1.3 | 1.3 | 1.1 | — | — | 1.3 | 0.5 | 1.6 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Someone else | 12 | 9 | 9 | — | 3 | 3 | 9 | 12 | — | — | 2 | 10 | 6 | 6 |
| | 0.5 | 0.6 | 0.7 | — | 0.3 | 0.7 | 0.4 | 0.6 | — | — | 0.7 | 0.5 | 0.6 | 0.4 |
| No one/nowhere/am not working | 7 | 4 | 4 | — | 3 | — | 7 | 7 | — | — | — | 7 | 2 | 5 |
| | 0.3 | 0.3 | 0.3 | — | 0.3 | — | 0.3 | 0.3 | — | — | — | 0.3 | 0.2 | 0.3 |
| Everything | 8 | 5 | 5 | — | 3 | — | 8 | 8 | — | — | — | 8 | — | 8 |
| | 0.3 | 0.3 | 0.4 | — | 0.4 | — | 0.4 | 0.4 | — | — | — | 0.4 | — | 0.5 |
| Don't know/refused | 261 | 122 | 99 | 23 | 139 | 16 | 244 | 229 | 21 | 8 | 11 | 250 | 48 | 213 |
| | 10.3 | 7.5 | 7.3 | 8.1 | 15.6 | 4.8 | 11.2 | 10.6 | 8.0 | 9.4 | 4.7 | 10.9 | 4.9 | 13.8 |
| Net—relatives | 1049 | 745 | 590 | 155 | 303 | 177 | 873 | 891 | 100 | 45 | 105 | 945 | 471 | 578 |
| | 41.5 | 45.7 | 43.7 | 54.9 | 33.9 | 51.5 | 40.0 | 41.3 | 38.6 | 52.3 | 44.8 | 41.2 | 48.1 | 37.4 |
| Net—counselor | 929 | 649 | 545 | 104 | 279 | 160 | 769 | 757 | 136 | 26 | 125 | 804 | 481 | 448 |
| | 36.7 | 39.8 | 40.4 | 36.8 | 31.3 | 46.6 | 35.2 | 35.1 | 52.5 | 30.3 | 53.4 | 35.1 | 49.0 | 29.0 |
| Net—other source | 723 | 452 | 368 | 84 | 269 | 97 | 626 | 634 | 67 | 19 | 67 | 656 | 295 | 427 |
| | 28.6 | 27.7 | 27.2 | 29.9 | 30.1 | 28.2 | 28.7 | 29.4 | 25.9 | 21.6 | 28.7 | 28.6 | 30.2 | 27.6 |

Q.5 WHICH OF THE FOLLOWING SOURCES, IF ANY, HAVE YOU USED TO GET INFORMATION ABOUT JOBS OR CAREERS
BASED ON TOTAL RESPONDENTS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527 | 1202 | 1325 | 414 | 836 | 568 | 332 | 346 | 364 | 753 | 269 | 231 | 355 | 550 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Which* | | | | | | | | | | | | | | |
| Newspapers/ magazines/ television | 1190 | 548 | 642 | 245 | 481 | 265 | 101 | 85 | 128 | 317 | 154 | 135 | 188 | 265 |
| | 47.1 | 45.6 | 48.5 | 59.2 | 57.5 | 46.7 | 30.3 | 24.6 | 35.1 | 42.1 | 57.2 | 58.7 | 52.9 | 48.2 |
| A career information center in a community college or in a 4-year college or university | 439 | 200 | 239 | 98 | 179 | 91 | 46 | 20 | 2 | 21 | 44 | 62 | 83 | 226 |
| | 17.4 | 16.7 | 18.0 | 23.6 | 21.4 | 16.0 | 13.8 | 5.9 | 0.4 | 2.8 | 16.5 | 26.9 | 23.4 | 41.2 |
| A public job service or job training program | 285 | 154 | 131 | 31 | 119 | 64 | 42 | 29 | 37 | 86 | 56 | 22 | 34 | 48 |
| | 11.3 | 12.8 | 9.9 | 7.5 | 14.2 | 11.2 | 12.6 | 8.3 | 10.2 | 11.4 | 21.0 | 9.6 | 9.7 | 8.6 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| The public library | 233<br>9.2 | 123<br>10.2 | 111<br>8.4 | 28<br>6.8 | 101<br>12.1 | 61<br>10.7 | 26<br>7.9 | 17<br>4.9 | 9<br>2.5 | 29<br>3.8 | 17<br>6.2 | 33<br>14.4 | 45<br>12.8 | 101<br>18.3 |
| A computerized career information system in a school, library, job service office, or other location | 175<br>6.9 | 106<br>8.8 | 69<br>5.2 | 36<br>8.6 | 72<br>8.6 | 41<br>7.2 | 18<br>5.3 | 8<br>2.4 | 18<br>5.0 | 29<br>3.8 | 22<br>8.2 | 15<br>6.4 | 30<br>8.4 | 58<br>10.6 |
| A career information center in a high school | 170<br>6.7 | 84<br>7.0 | 86<br>6.5 | 63<br>15.1 | 66<br>7.9 | 25<br>4.5 | 8<br>2.4 | 8<br>2.4 | 13<br>3.6 | 56<br>7.5 | 25<br>9.2 | 13<br>5.8 | 28<br>7.9 | 35<br>6.3 |
| Some other career information center in your community | 155<br>6.1 | 91<br>7.5 | 64<br>4.9 | 24<br>5.8 | 56<br>6.7 | 40<br>7.1 | 23<br>6.9 | 6<br>1.8 | 5<br>1.4 | 33<br>4.3 | 23<br>8.4 | 18<br>7.9 | 20<br>5.8 | 53<br>9.7 |
| None/you have used no sources | 824<br>32.6 | 386<br>32.1 | 439<br>33.1 | 79<br>19.1 | 164<br>19.6 | 191<br>33.6 | 161<br>48.5 | 223<br>64.5 | 200<br>55.0 | 318<br>42.3 | 51<br>18.8 | 43<br>18.5 | 93<br>26.1 | 118<br>21.5 |
| Don't know/refused | 31<br>1.2 | 12<br>1.0 | 19<br>1.4 | —<br>— | 16<br>2.0 | 7<br>1.3 | 1<br>0.3 | 6<br>1.9 | —<br>— | 14<br>1.8 | 6<br>2.3 | 5<br>2.3 | 1<br>0.4 | 5<br>0.9 |

Q.5 WHICH OF THE FOLLOWING SOURCES, IF ANY, HAVE YOU USED TO GET INFORMATION ABOUT JOBS OR CAREERS
BASED ON TOTAL RESPONDENTS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career develop-ment person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Which* | | | | | | | | | | | | | | |
| Newspapers/ magazines/ television | 1190 | 820 | 672 | 148 | 368 | 186 | 1004 | 996 | 134 | 47 | 161 | 1029 | 575 | 615 |
| | 47.1 | 50.3 | 49.8 | 52.4 | 41.2 | 54.1 | 46.0 | 46.2 | 51.7 | 54.7 | 69.0 | 44.9 | 58.7 | 39.8 |
| A career information center in a community college or in a 4-year college or university | 439 | 319 | 243 | 76 | 118 | 133 | 306 | 379 | 33 | 27 | 61 | 378 | 329 | 110 |
| | 17.4 | 19.6 | 18.0 | 26.9 | 13.2 | 38.7 | 14.0 | 17.6 | 12.9 | 30.8 | 26.2 | 16.5 | 33.6 | 7.1 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A public job service or job training program | 285<br>11.3 | 174<br>10.6 | 146<br>10.8 | 28<br>9.8 | 109<br>12.2 | 42<br>12.3 | 242<br>11.1 | 248<br>11.5 | 29<br>11.3 | 6<br>6.4 | 34<br>14.6 | 251<br>10.9 | 157<br>16.0 | 128<br>8.3 |
| The public library | 233<br>9.2 | 190<br>11.6 | 151<br>11.2 | 38<br>13.6 | 42<br>4.7 | 42<br>12.2 | 191<br>8.8 | 202<br>9.4 | 23<br>9.0 | 6<br>7.4 | 33<br>14.2 | 200<br>8.7 | 170<br>17.3 | 64<br>4.1 |
| A computerized career information system in a school, library, job service office, or other location | 175<br>6.9 | 110<br>6.7 | 84<br>6.2 | 26<br>9.1 | 64<br>7.1 | 37<br>10.6 | 138<br>6.3 | 153<br>7.1 | 14<br>5.4 | 4<br>5.0 | 45<br>19.3 | 130<br>5.7 | 109<br>11.2 | 65<br>4.2 |
| A career information center in a high school | 170<br>6.7 | 114<br>7.0 | 82<br>6.1 | 32<br>11.3 | 54<br>6.0 | 49<br>14.3 | 121<br>5.5 | 145<br>6.7 | 13<br>5.1 | 12<br>14.0 | 29<br>12.6 | 141<br>6.1 | 127<br>13.0 | 43<br>2.8 |
| Some other career information center in your community | 155<br>6.1 | 113<br>6.9 | 103<br>7.7 | 10<br>3.6 | 40<br>4.5 | 22<br>6.3 | 134<br>6.1 | 125<br>5.8 | 17<br>6.4 | 10<br>12.0 | 26<br>11.2 | 129<br>5.6 | 109<br>11.1 | 46<br>3.0 |
| None/you have used no sources | 824<br>32.6 | 441<br>27.0 | 380<br>28.2 | 61<br>21.6 | 383<br>42.9 | 56<br>16.4 | 768<br>35.2 | 720<br>33.4 | 80<br>30.7 | 17<br>19.8 | 20<br>8.5 | 805<br>35.1 | 127<br>12.9 | 698<br>45.1 |
| Don't know/refused | 31<br>1.2 | 18<br>1.1 | 18<br>1.3 | —<br>— | 14<br>1.5 | 1<br>0.4 | 30<br>1.4 | 25<br>1.2 | 6<br>2.3 | —<br>— | —<br>— | 31<br>1.4 | 6<br>0.6 | 26<br>1.7 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.6 WAS THE INFORMATION YOU NEEDED ABOUT JOBS AND CAREERS AVAILABLE WHEN YOU WERE MAKING DECISIONS ABOUT JOB CHANGES OR CHOICES
BASED ON THOSE WHO HAVE USED SOURCES TO GET INFORMATION ABOUT JOBS OR CAREERS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18-25 Years | 26-40 Years | 41-55 Years | 56-65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 751 | 337 | 414 | 214 | 262 | 161 | 65 | 39 | 36 | 149 | 69 | 118 | 163 | 214 |
| Weighted base | 1703 | 817 | 886 | 335 | 672 | 377 | 171 | 123 | 164 | 434 | 218 | 188 | 262 | 432 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Available* | | | | | | | | | | | | | | |
| Yes, information was available | 1321 | 622 | 699 | 282 | 536 | 278 | 134 | 73 | 108 | 326 | 176 | 144 | 205 | 358 |
| | 77.6 | 76.2 | 78.9 | 84.1 | 79.7 | 73.7 | 78.4 | 59.6 | 66.0 | 75.1 | 80.8 | 76.5 | 78.0 | 83.0 |
| No, information was not available | 271 | 153 | 119 | 43 | 109 | 62 | 20 | 31 | 37 | 88 | 34 | 26 | 31 | 56 |
| | 15.9 | 18.7 | 13.4 | 12.8 | 16.3 | 16.4 | 11.8 | 25.3 | 22.8 | 20.2 | 15.4 | 13.6 | 11.7 | 13.0 |
| I haven't needed any new information | 76 | 27 | 49 | 10 | 13 | 32 | 8 | 13 | 13 | 12 | 6 | 17 | 19 | 8 |
| | 4.4 | 3.3 | 5.5 | 2.8 | 1.9 | 8.6 | 4.9 | 10.4 | 7.7 | 2.8 | 2.8 | 9.3 | 7.2 | 1.9 |
| Don't know/refused | 34 | 15 | 19 | 1 | 14 | 5 | 8 | 6 | 6 | 8 | 2 | 1 | 8 | 9 |
| | 2.0 | 1.8 | 2.2 | 0.3 | 2.1 | 1.3 | 4.8 | 4.7 | 3.5 | 1.9 | 0.9 | 0.6 | 3.2 | 2.0 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.6 WAS THE INFORMATION YOU NEEDED ABOUT JOBS AND CAREERS AVAILABLE WHEN YOU WERE MAKING DECISIONS ABOUT JOB CHANGES OR CHOICES
BASED ON THOSE WHO HAVE USED SOURCES TO GET INFORMATION ABOUT JOBS OR CAREERS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 751 | 538 | 419 | 119 | 212 | 166 | 585 | 631 | 67 | 47 | 103 | 648 | 413 | 338 |
| Weighted base | 1703 | 1190 | 969 | 221 | 511 | 287 | 1415 | 1438 | 180 | 69 | 214 | 1489 | 853 | 850 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Available* | | | | | | | | | | | | | | |
| Yes, information was available | 1321 | 961 | 777 | 183 | 359 | 233 | 1088 | 1118 | 132 | 55 | 162 | 1159 | 680 | 642 |
| | 77.6 | 80.7 | 80.2 | 82.8 | 70.3 | 81.1 | 76.9 | 77.8 | 73.5 | 79.1 | 75.9 | 77.9 | 79.7 | 75.5 |
| No, information was not available | 271 | 167 | 139 | 28 | 105 | 41 | 230 | 228 | 32 | 11 | 46 | 226 | 129 | 142 |
| | 15.9 | 14.0 | 14.4 | 12.5 | 20.5 | 14.3 | 16.3 | 15.9 | 17.7 | 16.6 | 21.4 | 15.2 | 15.1 | 16.7 |
| I haven't needed any new information | 76 | 38 | 31 | 7 | 37 | 10 | 66 | 61 | 12 | 2 | 5 | 71 | 30 | 45 |
| | 4.4 | 3.2 | 3.2 | 3.2 | 7.3 | 3.5 | 4.6 | 4.3 | 6.8 | 2.9 | 2.2 | 4.8 | 3.6 | 5.3 |
| Don't know/refused | 34 | 24 | 21 | 3 | 10 | 3 | 31 | 30 | 4 | 1 | 1 | 33 | 14 | 21 |
| | 2.0 | 2.0 | 2.2 | 1.5 | 1.9 | 1.2 | 2.2 | 2.1 | 2.0 | 1.4 | 0.5 | 2.2 | 1.6 | 2.4 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.7 WAS THE INFORMATION AVAILABLE TO YOU ABOUT JOBS AND CAREERS USEFUL, OR NOT USEFUL WHEN TRYING TO MAKE DECISIONS ABOUT JOB CHANGES OR CHOICES

BASED ON THOSE WHO SAID INFORMATION WAS AVAILABLE

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 591 | 259 | 332 | 178 | 210 | 120 | 49 | 26 | 25 | 111 | 55 | 92 | 126 | 180 |
| Weighted base | 1321 | 622 | 699 | 282 | 536 | 278 | 134 | 73 | 108 | 326 | 176 | 144 | 205 | 358 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Useful* | | | | | | | | | | | | | | |
| Yes, useful | 1164 | 539 | 625 | 247 | 478 | 249 | 114 | 60 | 96 | 269 | 158 | 125 | 182 | 330 |
| | 88.1 | 86.6 | 89.4 | 87.7 | 89.2 | 89.7 | 84.7 | 82.0 | 89.1 | 82.5 | 89.4 | 87.2 | 88.9 | 92.0 |
| No, not useful | 124 | 69 | 55 | 31 | 43 | 24 | 16 | 10 | 12 | 41 | 17 | 11 | 22 | 21 |
| | 9.3 | 11.1 | 7.8 | 11.0 | 7.9 | 8.5 | 11.8 | 14.2 | 10.9 | 12.5 | 9.6 | 7.6 | 10.6 | 6.0 |
| Don't know/refused | 34 | 14 | 20 | 4 | 15 | 5 | 5 | 3 | — | 16 | 2 | 7 | 1 | 7 |
| | 2.6 | 2.3 | 2.8 | 1.3 | 2.9 | 1.8 | 3.5 | 3.7 | — | 5.0 | 0.9 | 5.2 | 0.5 | 2.0 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.7 WAS THE INFORMATION AVAILABLE TO YOU ABOUT JOBS AND CAREERS USEFUL, OR NOT USEFUL WHEN TRYING TO MAKE DECISIONS ABOUT JOB CHANGES OR CHOICES
BASED ON THOSE WHO SAID INFORMATION WAS AVAILABLE

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 591 | 435 | 338 | 97 | 155 | 136 | 455 | 496 | 52 | 37 | 78 | 513 | 333 | 258 |
| Weighted base | 1321 | 961 | 777 | 183 | 359 | 233 | 1088 | 1118 | 132 | 55 | 162 | 1159 | 680 | 642 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Useful* | | | | | | | | | | | | | | |
| Yes, useful | 1164 | 867 | 700 | 168 | 295 | 202 | 962 | 997 | 101 | 50 | 129 | 1035 | 608 | 556 |
| | 88.1 | 90.3 | 90.0 | 91.4 | 82.2 | 86.7 | 88.4 | 89.1 | 76.5 | 91.8 | 79.5 | 89.3 | 89.5 | 86.6 |
| No, not useful | 124 | 75 | 59 | 16 | 49 | 27 | 96 | 92 | 28 | 3 | 33 | 90 | 57 | 66 |
| | 9.3 | 7.8 | 7.6 | 8.6 | 13.6 | 11.8 | 8.8 | 8.2 | 21.5 | 6.4 | 20.5 | 7.8 | 8.5 | 10.3 |
| Don't know/refused | 34 | 19 | 19 | — | 15 | 4 | 30 | 30 | 3 | 1 | — | 34 | 14 | 20 |
| | 2.6 | 1.9 | 2.4 | — | 4.3 | 1.6 | 2.8 | 2.7 | 2.1 | 1.8 | — | 2.9 | 2.1 | 3.1 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.8 DO YOU THINK THAT THE USEFULNESS OF INFORMATION ABOUT JOBS AND CAREERS SHOULD BE IMPROVED, OR DO YOU THINK THE USEFULNESS OF SUCH INFORMATION IS ADEQUATE AS IT IS

BASED ON THOSE WHO HAVE USED SOURCES TO GET INFORMATION ABOUT JOBS OR CAREERS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 751 | 337 | 414 | 214 | 262 | 161 | 65 | 39 | 36 | 149 | 69 | 118 | 163 | 214 |
| Weighted base | 1703<br>100.0 | 817<br>100.0 | 886<br>100.0 | 335<br>100.0 | 672<br>100.0 | 377<br>100.0 | 171<br>100.0 | 123<br>100.0 | 164<br>100.0 | 434<br>100.0 | 218<br>100.0 | 188<br>100.0 | 262<br>100.0 | 432<br>100.0 |
| *Improved* | | | | | | | | | | | | | | |
| Usefulness should be improved | 1055<br>61.9 | 521<br>63.8 | 534<br>60.3 | 225<br>67.0 | 423<br>63.0 | 242<br>64.3 | 88<br>51.3 | 65<br>52.6 | 116<br>71.0 | 230<br>52.9 | 136<br>62.4 | 113<br>60.00 | 171<br>65.3 | 285<br>66.1 |
| Usefulness adequate as it is | 530<br>31.1 | 237<br>29.0 | 293<br>33.0 | 106<br>31.7 | 205<br>30.6 | 111<br>29.4 | 53<br>30.9 | 49<br>39.8 | 44<br>27.1 | 174<br>40.0 | 65<br>29.8 | 50<br>26.5 | 76<br>29.0 | 119<br>27.6 |
| Don't know/refused | 118<br>6.9 | 59<br>7.2 | 59<br>6.7 | 4<br>1.3 | 43<br>6.4 | 24<br>6.3 | 31<br>17.8 | 9<br>7.6 | 3<br>1.9 | 31<br>7.0 | 17<br>7.9 | 25<br>13.5 | 15<br>5.7 | 27<br>6.3 |

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THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.8 DO YOU THINK THAT THE USEFULNESS OF INFORMATION ABOUT JOBS AND CAREERS SHOULD BE IMPROVED, OR DO YOU THINK THE USEFULNESS OF SUCH INFORMATION IS ADEQUATE AS IT IS

BASED ON THOSE WHO HAVE USED SOURCES TO GET INFORMATION ABOUT JOBS OR CAREERS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 751 | 538 | 419 | 119 | 212 | 166 | 585 | 631 | 67 | 47 | 103 | 648 | 413 | 338 |
| Weighted base | 1703<br>100.0 | 1190<br>100.0 | 969<br>100.0 | 221<br>100.0 | 511<br>100.0 | 287<br>100.0 | 1415<br>100.0 | 1438<br>100.0 | 180<br>100.0 | 69<br>100.0 | 214<br>100.0 | 1489<br>100.0 | 853<br>100.0 | 850<br>100.0 |
| *Improved* | | | | | | | | | | | | | | |
| Usefulness should be improved | 1055<br>61.9 | 722<br>60.7 | 580<br>59.9 | 142<br>64.1 | 331<br>64.8 | 203<br>70.8 | 851<br>60.1 | 867<br>60.3 | 137<br>76.5 | 41<br>58.6 | 168<br>78.9 | 886<br>59.5 | 579<br>67.8 | 476<br>56.0 |
| Usefulness adequate as it is | 530<br>31.1 | 386<br>32.4 | 320<br>33.0 | 66<br>29.7 | 144<br>28.1 | 75<br>26.1 | 455<br>32.1 | 457<br>31.8 | 41<br>22.6 | 26<br>37.1 | 39<br>18.1 | 491<br>33.0 | 232<br>27.2 | 297<br>35.0 |
| Don't know/refused | 118<br>6.9 | 82<br>6.9 | 68<br>7.1 | 14<br>6.2 | 36<br>7.1 | 9<br>3.1 | 109<br>7.7 | 114<br>7.9 | 2<br>0.9 | 3<br>4.3 | 6<br>3.0 | 112<br>7.5 | 42<br>4.9 | 76<br>9.0 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***
THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.8 DO YOU THINK THAT THE USEFULNESS OF INFORMATION ABOUT JOBS AND CAREERS SHOULD BE IMPROVED, OR DO YOU THINK THE USEFULNESS OF SUCH INFORMATION IS ADEQUATE AS IT IS

BASED ON THOSE WHO HAVE USED SOURCES TO GET INFORMATION ABOUT JOBS OR CAREERS

| | | Q.6 WAS THE INFORMATION YOU NEEDED ABOUT JOBS/ CAREERS AVAILABLE WHEN YOU WERE MAKING DECISIONS ABOUT JOB CHANGES OR CHOICES | | | |
|---|---|---|---|---|---|
| | Total | Yes, information was available | No, information was not available | Haven't needed new information | Don't know/ refused |
| Total respondents | 751 | 591 | 109 | 35 | 16 |
| Weighted base | 1703<br>100.0 | 1321<br>100.0 | 271<br>100.0 | 76<br>100.0 | 34<br>100.0 |
| *Improved* | | | | | |
| Usefulness should be improved | 1055<br>61.9 | 781<br>59.1 | 207<br>76.4 | 45<br>59.4 | 21<br>62.7 |
| Usefulness adequate as it is | 530<br>31.1 | 464<br>35.1 | 47<br>17.4 | 13<br>17.3 | 6<br>17.0 |
| Don't know/refused | 118<br>6.9 | 77<br>5.8 | 17<br>6.2 | 18<br>23.2 | 7<br>20.3 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***
THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.8 DO YOU THINK THAT THE USEFULNESS OF INFORMATION ABOUT JOBS AND CAREERS SHOULD BE IMPROVED, OR DO YOU THINK THE USEFULNESS OF SUCH INFORMATION IS ADEQUATE AS IT IS

BASED ON THOSE WHO HAVE USED SOURCES TO GET INFORMATION ABOUT JOBS OR CAREERS

| | | Q.7 WAS THE INFORMATION AVAILABLE USEFUL | | |
|---|---|---|---|---|
| | Total | Yes, useful | No, not useful | Don't know/ refused |
| Total respondents | 591 | 518 | 57 | 16 |
| Weighted base | 1321<br>100.0 | 1164<br>100.0 | 124<br>100.0 | 34<br>100.0 |
| *Improved* | | | | |
| Usefulness should be improved | 781<br>59.1 | 665<br>57.1 | 93<br>75.2 | 23<br>69.3 |
| Usefulness adequate as it is | 464<br>35.1 | 425<br>36.5 | 29<br>23.4 | 9<br>27.7 |
| Don't know/refused | 77<br>5.8 | 74<br>6.4 | 2<br>1.4 | 1<br>3.0 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.9 HAVE YOU EVER VISITED WITH A PROFESSIONAL COUNSELOR IN A SCHOOL OR COLLEGE ABOUT THE POSSIBLE CAREER CHOICES YOU MIGHT WANT TO CONSIDER
BASED ON TOTAL RESPONDENTS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18-25 Years | 26-40 Years | 41-55 Years | 56-65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527 | 1202 | 1325 | 414 | 836 | 568 | 332 | 346 | 364 | 753 | 269 | 231 | 355 | 550 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Visited a Counselor* | | | | | | | | | | | | | | |
| Yes | 797 | 378 | 419 | 206 | 344 | 169 | 47 | 18 | 18 | 115 | 116 | 111 | 149 | 287 |
| | 31.5 | 31.5 | 31.6 | 49.6 | 41.1 | 29.7 | 14.1 | 5.2 | 5.1 | 15.3 | 43.0 | 48.0 | 42.0 | 52.2 |
| No | 1719 | 813 | 906 | 209 | 492 | 394 | 285 | 323 | 345 | 627 | 153 | 120 | 206 | 263 |
| | 68.0 | 67.6 | 68.4 | 50.4 | 58.9 | 69.4 | 85.9 | 93.3 | 94.9 | 83.3 | 57.0 | 52.0 | 58.0 | 47.8 |
| Don't know/refused | 11 | 11 | — | — | — | 5 | — | 5 | — | 11 | — | — | — | — |
| | 0.4 | 0.9 | — | — | — | 0.9 | — | 1.6 | — | 1.4 | — | — | — | — |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.9 HAVE YOU EVER VISITED WITH A PROFESSIONAL COUNSELOR IN A SCHOOL OR COLLEGE ABOUT THE POSSIBLE CAREER CHOICES YOU MIGHT WANT TO CONSIDER
BASED ON TOTAL RESPONDENTS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Visited a Counselor* | | | | | | | | | | | | | | |
| Yes | 797 | 615 | 498 | 117 | 180 | 192 | 605 | 686 | 64 | 35 | 110 | 687 | 797 | — |
| | 31.5 | 37.7 | 36.9 | 41.5 | 20.2 | 56.0 | 27.7 | 31.8 | 24.5 | 41.1 | 47.1 | 30.0 | 81.4 | — |
| No | 1719 | 1011 | 846 | 165 | 708 | 151 | 1568 | 1461 | 196 | 51 | 124 | 1596 | 183 | 1537 |
| | 68.0 | 62.0 | 62.7 | 58.5 | 79.2 | 44.0 | 71.8 | 67.7 | 75.5 | 58.9 | 52.9 | 69.6 | 18.6 | 99.3 |
| Don't know/refused | 11 | 5 | 5 | — | 5 | — | 11 | 11 | — | — | — | 11 | — | 11 |
| | 0.4 | 0.3 | 0.4 | — | 0.6 | — | 0.5 | 0.5 | — | — | — | 0.5 | — | 0.7 |

Q.10 WHEN YOU VISITED WITH A PROFESSIONAL COUNSELOR IN A SCHOOL OR COLLEGE, HOW GOOD WAS THAT COUNSELOR IN HELPING YOU MAKE A CAREER CHOICE

BASED ON THOSE WHO HAD VISITED WITH A PROFESSIONAL COUNSELOR IN A SCHOOL OR COLLEGE

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18-25 Years | 26-40 Years | 41-55 Years | 56-65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 396 | 173 | 223 | 138 | 148 | 76 | 20 | 8 | 7 | 44 | 34 | 74 | 97 | 139 |
| Weighted base | 797 | 378 | 419 | 206 | 344 | 169 | 47 | 18 | 18 | 115 | 116 | 111 | 149 | 287 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *How Good* | | | | | | | | | | | | | | |
| Very good | 242 | 77 | 165 | 61 | 81 | 66 | 18 | 6 | 7 | 32 | 46 | 26 | 47 | 83 |
| | 30.3 | 20.4 | 39.4 | 29.6 | 23.6 | 39.0 | 38.6 | 35.1 | 37.6 | 27.4 | 39.9 | 23.2 | 31.7 | 29.0 |
| Somewhat good | 409 | 230 | 179 | 117 | 187 | 76 | 18 | 11 | 12 | 61 | 55 | 67 | 70 | 144 |
| | 51.3 | 60.9 | 42.6 | 56.9 | 54.5 | 45.1 | 38.7 | 58.8 | 62.4 | 53.3 | 47.9 | 60.5 | 46.9 | 50.1 |
| Not good | 127 | 60 | 67 | 27 | 72 | 20 | 7 | 1 | — | 19 | 12 | 15 | 29 | 52 |
| | 15.9 | 16.0 | 15.9 | 13.1 | 20.9 | 11.6 | 14.1 | 6.1 | — | 16.3 | 10.7 | 13.5 | 19.2 | 18.2 |
| Don't know/refused | 19 | 11 | 9 | 1 | 4 | 7 | 4 | — | — | 3 | 2 | 3 | 3 | 8 |
| | 2.4 | 2.8 | 2.1 | 0.5 | 1.1 | 4.2 | 8.5 | — | — | 3.0 | 1.5 | 2.8 | 2.2 | 2.7 |

Q.10 WHEN YOU VISITED WITH A PROFESSIONAL COUNSELOR IN A SCHOOL OR COLLEGE, HOW GOOD WAS THAT COUNSELOR IN HELPING YOU MAKE A CAREER CHOICE

BASED ON THOSE WHO HAD VISITED WITH A PROFESSIONAL COUNSELOR IN A SCHOOL OR COLLEGE

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 396 | 302 | 229 | 73 | 93 | 114 | 282 | 339 | 29 | 24 | 56 | 340 | 396 | — |
| Weighted base | 797 | 615 | 498 | 117 | 180 | 192 | 605 | 686 | 64 | 35 | 110 | 687 | 797 | — |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | — |
| *How good* | | | | | | | | | | | | | | |
| Very good | 242 | 181 | 149 | 32 | 59 | 50 | 192 | 193 | 33 | 12 | 35 | 207 | 242 | — |
| | 30.3 | 29.5 | 29.9 | 27.7 | 32.7 | 25.8 | 31.8 | 28.2 | 52.5 | 33.8 | 31.5 | 30.2 | 30.3 | — |
| Somewhat good | 409 | 322 | 259 | 63 | 87 | 110 | 299 | 370 | 17 | 18 | 55 | 354 | 409 | — |
| | 51.3 | 52.3 | 52.0 | 53.6 | 48.4 | 57.1 | 49.5 | 54.0 | 27.3 | 51.0 | 49.9 | 51.5 | 51.3 | — |
| Not good | 127 | 95 | 75 | 20 | 32 | 31 | 96 | 103 | 13 | 5 | 18 | 109 | 127 | — |
| | 15.9 | 15.4 | 15.1 | 16.9 | 17.9 | 15.9 | 15.9 | 15.0 | 20.2 | 15.2 | 16.0 | 15.9 | 15.9 | — |
| Don't know/refused | 19 | 17 | 15 | 2 | 2 | 2 | 17 | 19 | — | — | 3 | 16 | 19 | — |
| | 2.4 | 2.8 | 3.0 | 1.9 | 1.0 | 1.1 | 2.8 | 2.8 | — | — | 2.6 | 2.4 | 2.4 | — |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.11 HAVE YOU EVER VISITED WITH A PROFESSIONAL COUNSELOR IN A PRIVATE FEE CHARGING CAREER COUNSELING AGENCY ABOUT POSSIBLE CAREER CHOICES YOU MIGHT WANT TO CONSIDER
BASED ON TOTAL RESPONDENTS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527 | 1202 | 1325 | 414 | 836 | 568 | 332 | 346 | 364 | 753 | 269 | 231 | 355 | 550 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Visited a Counselor* | | | | | | | | | | | | | | |
| Yes | 224 | 91 | 133 | 15 | 110 | 76 | 12 | 5 | — | 28 | 28 | 26 | 30 | 113 |
| | 8.9 | 7.6 | 10.0 | 3.6 | 13.1 | 13.4 | 3.6 | 1.5 | — | 3.7 | 10.3 | 11.2 | 8.5 | 20.5 |
| No | 2299 | 1111 | 1188 | 399 | 726 | 492 | 320 | 341 | 364 | 725 | 241 | 205 | 325 | 433 |
| | 91.0 | 92.4 | 89.7 | 96.4 | 86.9 | 86.6 | 96.4 | 98.5 | 100.0 | 96.3 | 89.7 | 88.8 | 91.5 | 78.8 |
| Don't know/refused | 4 | — | 4 | — | — | — | — | — | — | — | — | — | — | 4 |
| | 0.1 | — | 0.3 | — | — | — | — | — | — | — | — | — | — | 0.7 |

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THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.11 HAVE YOU EVER VISITED WITH A PROFESSIONAL COUNSELOR IN A PRIVATE FEE CHARGING CAREER COUNSELING AGENCY ABOUT POSSIBLE CAREER CHOICES YOU MIGHT WANT TO CONSIDER
BASED ON TOTAL RESPONDENTS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All employed | Full-time | Part-time | Not employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Visited a Counselor* | | | | | | | | | | | | | | |
| Yes | 224 | 167 | 151 | 16 | 55 | 41 | 183 | 188 | 31 | 4 | 37 | 187 | 224 | — |
| | 8.9 | 10.2 | 11.2 | 5.7 | 6.2 | 12.0 | 8.4 | 8.7 | 12.0 | 5.2 | 15.9 | 8.1 | 22.9 | — |
| No | 2299 | 1461 | 1198 | 262 | 838 | 302 | 1997 | 1965 | 228 | 82 | 196 | 2103 | 756 | 1543 |
| | 91.0 | 89.5 | 88.8 | 92.9 | 93.8 | 88.0 | 91.5 | 91.1 | 88.0 | 94.8 | 84.1 | 91.7 | 77.1 | 99.8 |
| Don't know/refused | 4 | 4 | — | 4 | — | — | 4 | 4 | — | — | — | 4 | — | 4 |
| | 0.1 | 0.2 | — | 1.3 | — | — | 0.2 | 0.2 | — | — | — | 0.2 | — | 0.2 |

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THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.12 HAVE YOU EVER VISITED WITH A CAREER DEVELOPMENT PERSON, OTHER THAN A PROFESSIONAL COUNSELOR, ABOUT POSSIBLE CAREER CHOICES YOU MIGHT WANT TO CONSIDER
BASED ON TOTAL RESPONDENTS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18-25 Years | 26-40 Years | 41-55 Years | 56-65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527<br>100.0 | 1202<br>100.0 | 1325<br>100.0 | 414<br>100.0 | 836<br>100.0 | 568<br>100.0 | 332<br>100.0 | 346<br>100.0 | 364<br>100.0 | 753<br>100.0 | 269<br>100.0 | 231<br>100.0 | 355<br>100.0 | 550<br>100.0 |
| *Visited a Career Development Person* | | | | | | | | | | | | | | |
| Yes | 249<br>9.9 | 121<br>10.1 | 128<br>9.7 | 48<br>11.5 | 103<br>12.3 | 70<br>12.3 | 20<br>6.0 | 2<br>0.6 | 12<br>3.4 | 52<br>7.0 | 44<br>16.3 | 16<br>6.8 | 33<br>9.4 | 91<br>16.6 |
| No | 2266<br>89.7 | 1081<br>89.9 | 1185<br>89.5 | 367<br>88.5 | 733<br>87.7 | 494<br>87.1 | 310<br>93.3 | 338<br>97.7 | 346<br>95.0 | 698<br>92.8 | 225<br>83.7 | 215<br>93.2 | 322<br>90.6 | 455<br>82.7 |
| Don't know/refused | 12<br>0.5 | —<br>— | 12<br>0.9 | —<br>— | —<br>— | 3<br>0.6 | 2<br>0.7 | 6<br>1.7 | 6<br>1.6 | 2<br>0.3 | —<br>— | —<br>— | —<br>— | 4<br>0.7 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.12 HAVE YOU EVER VISITED WITH A CAREER DEVELOPMENT PERSON, OTHER THAN A PROFESSIONAL COUNSELOR, ABOUT POSSIBLE CAREER CHOICES YOU MIGHT WANT TO CONSIDER
BASED ON TOTAL RESPONDENTS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Visited a career development person* | | | | | | | | | | | | | | |
| Yes | 249 | 163 | 142 | 21 | 84 | 59 | 190 | 184 | 45 | 17 | 50 | 199 | 249 | — |
| | 9.9 | 10.0 | 10.6 | 7.5 | 9.4 | 17.3 | 8.7 | 8.5 | 17.3 | 19.3 | 21.6 | 8.7 | 25.4 | — |
| No | 2266 | 1462 | 1203 | 259 | 804 | 284 | 1982 | 1967 | 209 | 70 | 183 | 2083 | 727 | 1539 |
| | 89.7 | 89.6 | 89.2 | 91.8 | 89.9 | 82.7 | 90.8 | 91.2 | 80.5 | 80.7 | 78.4 | 90.8 | 74.2 | 99.5 |
| Don't know/refused | 12 | 6 | 4 | 2 | 6 | — | 12 | 6 | 6 | — | — | 12 | 4 | 8 |
| | 0.5 | 0.3 | 0.3 | 0.7 | 0.7 | — | 0.5 | 0.3 | 2.3 | — | — | 0.5 | 0.4 | 0.5 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.13 IF YOU COULD START OVER AND PLAN YOUR WORKLIFE, WOULD YOU TRY, OR NOT TRY, TO GET MORE INFORMATION ABOUT THE JOB OR CAREER OPTIONS OPEN TO YOU THAN YOU DID THE FIRST TIME
BASED ON TOTAL RESPONDENTS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18-25 Years | 26-40 Years | 41-55 Years | 56-65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527 | 1202 | 1325 | 414 | 836 | 568 | 332 | 346 | 364 | 753 | 269 | 231 | 355 | 550 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Try* | | | | | | | | | | | | | | |
| Yes, would | 1823 | 860 | 964 | 305 | 636 | 422 | 228 | 214 | 257 | 556 | 207 | 183 | 268 | 353 |
| | 72.2 | 71.5 | 72.7 | 73.7 | 76.0 | 74.3 | 68.8 | 61.9 | 70.5 | 73.8 | 77.0 | 79.1 | 75.3 | 64.2 |
| No, would not | 621 | 306 | 315 | 89 | 183 | 133 | 85 | 117 | 97 | 161 | 62 | 46 | 71 | 179 |
| | 24.6 | 25.4 | 23.8 | 21.4 | 21.9 | 23.5 | 25.6 | 33.9 | 26.7 | 21.5 | 23.0 | 20.0 | 20.0 | 32.5 |
| Don't know/refused | 83 | 37 | 46 | 20 | 17 | 12 | 19 | 14 | 10 | 36 | — | 2 | 17 | 18 |
| | 3.3 | 3.1 | 3.5 | 4.9 | 2.0 | 2.2 | 5.7 | 4.1 | 2.8 | 4.7 | — | 0.9 | 4.7 | 3.3 |

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.13 IF YOU COULD START OVER AND PLAN YOUR WORKLIFE, WOULD YOU TRY, OR NOT TRY, TO GET MORE INFORMATION ABOUT THE JOB OR CAREER OPTIONS OPEN TO YOU THAN YOU DID THE FIRST TIME

BASED ON TOTAL RESPONDENTS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career develop-ment person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Try* | | | | | | | | | | | | | | |
| Yes, would | 1823 | 1186 | 978 | 208 | 636 | 256 | 1567 | 1535 | 217 | 59 | 208 | 1615 | 779 | 1045 |
| | 72.2 | 72.7 | 72.5 | 73.6 | 71.1 | 74.6 | 71.8 | 71.1 | 83.8 | 68.9 | 89.2 | 70.4 | 79.5 | 67.5 |
| No, would not | 621 | 403 | 339 | 64 | 218 | 70 | 551 | 547 | 37 | 25 | 21 | 600 | 195 | 426 |
| | 24.6 | 24.7 | 25.1 | 22.7 | 24.4 | 20.3 | 25.2 | 25.4 | 14.2 | 28.5 | 9.0 | 26.2 | 19.9 | 27.6 |
| Don't know/refused | 83 | 43 | 32 | 10 | 40 | 17 | 65 | 75 | 5 | 2 | 4 | 79 | 6 | 76 |
| | 3.3 | 2.6 | 2.4 | 3.7 | 4.5 | 5.1 | 3.0 | 3.5 | 2.0 | 2.7 | 1.8 | 3.4 | 0.7 | 4.9 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.14 DO YOU THINK YOU WILL NEED MORE FORMAL TRAINING OR EDUCATION TO MAINTAIN OR INCREASE YOUR EARNING POWER DURING THE NEXT FEW YEARS

BASED ON TOTAL RESPONDENTS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18-25 Years | 26-40 Years | 41-55 Years | 56-65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527 | 1202 | 1325 | 414 | 836 | 568 | 332 | 346 | 364 | 753 | 269 | 231 | 355 | 550 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Need* | | | | | | | | | | | | | | |
| Yes | 1341 | 616 | 725 | 343 | 543 | 288 | 99 | 58 | 150 | 357 | 196 | 150 | 221 | 265 |
| | 53.1 | 51.2 | 54.7 | 82.7 | 64.9 | 50.8 | 29.9 | 16.8 | 41.1 | 47.4 | 73.2 | 65.1 | 62.2 | 48.3 |
| No | 1129 | 560 | 569 | 64 | 285 | 273 | 217 | 269 | 203 | 374 | 69 | 79 | 121 | 278 |
| | 44.7 | 46.6 | 42.9 | 15.3 | 34.1 | 48.0 | 65.3 | 77.8 | 55.6 | 49.7 | 25.6 | 34.3 | 34.2 | 50.6 |
| Don't know/refused | 58 | 26 | 31 | 8 | 8 | 7 | 16 | 18 | 12 | 22 | 3 | 1 | 13 | 7 |
| | 2.3 | 2.2 | 2.4 | 2.0 | 1.0 | 1.3 | 4.8 | 5.3 | 3.2 | 2.9 | 1.2 | 0.6 | 3.7 | 1.2 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.14 DO YOU THINK YOU WILL NEED MORE FORMAL TRAINING OR EDUCATION TO MAINTAIN OR INCREASE YOUR EARNING POWER DURING THE NEXT FEW YEARS
BASED ON TOTAL RESPONDENTS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All employed | Full-time | Part-time | Not employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Need* | | | | | | | | | | | | | | |
| Yes | 1341 | 916 | 734 | 182 | 424 | 289 | 1052 | 1094 | 170 | 63 | 206 | 1134 | 687 | 653 |
| | 53.1 | 56.2 | 54.4 | 64.4 | 47.5 | 84.1 | 48.2 | 50.7 | 65.5 | 73.1 | 88.4 | 49.5 | 70.1 | 42.2 |
| No | 1129 | 695 | 602 | 93 | 434 | 51 | 1078 | 1022 | 77 | 21 | 26 | 1103 | 275 | 854 |
| | 44.7 | 42.6 | 44.7 | 32.8 | 48.5 | 14.8 | 49.4 | 47.4 | 29.7 | 23.8 | 11.1 | 48.1 | 28.1 | 55.2 |
| Don't know/refused | 58 | 20 | 12 | 8 | 36 | 4 | 54 | 42 | 13 | 3 | 1 | 56 | 17 | 40 |
| | 2.3 | 1.2 | 0.9 | 2.8 | 4.0 | 1.1 | 2.5 | 2.0 | 4.8 | 3.1 | 0.5 | 2.5 | 1.8 | 2.6 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.15 WHERE DO YOU THINK YOU WILL PROBABLY GET THE KIND OF TRAINING YOU WILL NEED
BASED ON THOSE WHO WILL NEED MORE FORMAL TRAINING OR EDUCATION TO MAINTAIN/INCREASE THEIR EARNING POWER

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 593 | 254 | 339 | 212 | 212 | 115 | 32 | 17 | 35 | 125 | 63 | 94 | 145 | 130 |
| Weighted base | 1341<br>100.0 | 616<br>100.0 | 725<br>100.0 | 343<br>100.0 | 543<br>100.0 | 288<br>100.0 | 99<br>100.0 | 58<br>100.0 | 150<br>100.0 | 357<br>100.0 | 196<br>100.0 | 150<br>100.0 | 221<br>100.0 | 265<br>100.0 |
| *Where* | | | | | | | | | | | | | | |
| 4-year college or university | 408<br>30.4 | 170<br>27.5 | 238<br>32.9 | 180<br>52.6 | 122<br>22.5 | 61<br>21.3 | 11<br>10.8 | 25<br>43.4 | 38<br>25.5 | 61<br>17.0 | 40<br>20.4 | 40<br>26.3 | 111<br>50.3 | 118<br>44.6 |
| Special courses or programs provided by your employer | 306<br>22.8 | 148<br>24.0 | 158<br>21.8 | 31<br>9.2 | 150<br>27.7 | 102<br>35.4 | 9<br>8.8 | 13<br>23.1 | 19<br>12.5 | 89<br>25.0 | 51<br>25.8 | 35<br>23.2 | 56<br>25.4 | 56<br>21.2 |
| Community college | 180<br>13.5 | 73<br>11.9 | 107<br>14.8 | 51<br>14.8 | 80<br>14.7 | 26<br>9.0 | 16<br>16.0 | 8<br>13.7 | 25<br>16.5 | 67<br>18.8 | 28<br>14.4 | 36<br>24.1 | 11<br>5.0 | 13<br>4.9 |
| Business, technical, or trade school | 180<br>13.4 | 97<br>15.7 | 83<br>11.5 | 49<br>14.3 | 60<br>11.1 | 59<br>20.4 | 7<br>6.9 | 5<br>8.3 | 31<br>21.0 | 66<br>18.5 | 40<br>20.2 | 11<br>7.0 | 19<br>8.6 | 13<br>5.0 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Adult or continuing education program in public schools | 94 | 42 | 52 | 6 | 51 | 12 | 18 | 7 | — | 31 | 17 | 11 | 10 | 25 |
| | 7.0 | 6.8 | 7.2 | 1.6 | 9.4 | 4.1 | 18.1 | 11.4 | — | 8.6 | 8.8 | 7.6 | 4.5 | 9.4 |
| Special courses or programs provided by a professional or trade association | 87 | 52 | 35 | 5 | 52 | 17 | 12 | — | 6 | 22 | 8 | 10 | 10 | 32 |
| | 6.5 | 8.4 | 4.8 | 1.4 | 9.6 | 6.1 | 12.5 | — | 3.9 | 6.1 | 4.2 | 6.4 | 4.5 | 11.9 |
| Some kind of public job training program | 17 | 6 | 12 | 1 | — | 6 | 11 | — | 8 | 3 | — | — | — | 6 |
| | 1.3 | 0.9 | 1.6 | 0.3 | — | 1.9 | 10.7 | — | 5.3 | 0.7 | — | — | — | 2.1 |
| Special courses or programs provided by a labor union | 14 | 11 | 3 | 1 | 3 | 2 | 8 | — | — | 2 | 8 | — | 4 | — |
| | 1.0 | 1.8 | 0.4 | 0.3 | 0.5 | 0.6 | 8.2 | — | — | 0.5 | 4.2 | — | 1.7 | — |
| Other | 15 | 4 | 11 | 1 | 6 | — | 8 | — | 8 | 2 | 4 | 1 | — | — |
| | 1.1 | 0.6 | 1.5 | 0.3 | 1.1 | — | 8.0 | — | 5.3 | 0.6 | 2.0 | 0.7 | — | — |
| All | 10 | 8 | 2 | 5 | 5 | — | — | — | — | 8 | — | 2 | — | — |
| | 0.7 | 1.2 | 0.3 | 1.5 | 0.9 | — | — | — | — | 2.1 | — | 1.6 | — | — |
| Weighted base | 1341 | 616 | 725 | 343 | 543 | 288 | 99 | 58 | 150 | 357 | 196 | 150 | 221 | 265 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Don't know/refused | 30 | 7 | 23 | 12 | 14 | 4 | — | — | 15 | 8 | — | 5 | — | 2 |
| | 2.2 | 1.1 | 3.1 | 3.6 | 2.6 | 1.2 | — | — | 10.0 | 2.1 | — | 3.1 | — | 0.9 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.15 WHERE DO YOU THINK YOU WILL PROBABLY GET THE KIND OF TRAINING YOU WILL NEED
BASED ON THOSE WHO WILL NEED MORE FORMAL TRAINING OR EDUCATION TO MAINTAIN/INCREASE THEIR EARNING POWER

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 593 | 416 | 312 | 104 | 177 | 162 | 431 | 484 | 62 | 42 | 99 | 494 | 336 | 257 |
| Weighted base | 1341 | 916 | 734 | 182 | 424 | 289 | 1052 | 1094 | 170 | 63 | 206 | 1134 | 687 | 653 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Where* | | | | | | | | | | | | | | |
| 4-year college or university | 408 | 280 | 183 | 97 | 128 | 179 | 229 | 330 | 45 | 27 | 83 | 325 | 246 | 162 |
| | 30.4 | 30.6 | 24.9 | 53.4 | 30.0 | 61.9 | 21.8 | 30.2 | 26.5 | 42.2 | 40.4 | 28.6 | 35.8 | 24.8 |
| Special courses or programs provided by your employer | 306 | 263 | 233 | 29 | 43 | 27 | 279 | 259 | 33 | 7 | 42 | 264 | 144 | 162 |
| | 22.8 | 28.7 | 31.8 | 16.2 | 10.1 | 9.4 | 26.5 | 23.7 | 19.5 | 11.0 | 20.3 | 23.3 | 20.9 | 24.8 |
| Community college | 180 | 103 | 83 | 20 | 78 | 28 | 152 | 133 | 35 | 13 | 21 | 160 | 81 | 100 |
| | 13.5 | 11.2 | 11.3 | 10.9 | 18.3 | 9.7 | 14.5 | 12.1 | 20.7 | 20.3 | 10.0 | 14.1 | 11.7 | 15.3 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Business, technical, or trade school | 180<br>13.4 | 99<br>10.8 | 81<br>11.1 | 17<br>9.6 | 81<br>19.1 | 14<br>4.7 | 166<br>15.8 | 147<br>13.4 | 22<br>12.9 | 9<br>14.9 | 23<br>11.3 | 157<br>13.8 | 81<br>11.8 | 99<br>15.2 |
| Adult or continuing education program in public schools | 94<br>7.0 | 56<br>6.1 | 52<br>7.1 | 4<br>2.0 | 38<br>9.0 | 27<br>9.4 | 67<br>6.4 | 69<br>6.3 | 21<br>12.5 | 4<br>6.6 | 11<br>5.1 | 84<br>7.4 | 59<br>8.6 | 35<br>5.4 |
| Special courses or programs provided by a professional or trade association | 87<br>6.5 | 73<br>8.0 | 69<br>9.4 | 4<br>2.2 | 13<br>3.2 | 12<br>4.2 | 75<br>7.1 | 78<br>7.1 | 7<br>3.9 | 2<br>3.4 | 11<br>5.2 | 76<br>6.7 | 50<br>7.3 | 37<br>5.6 |
| Some kind of public job training program | 17<br>1.3 | 6<br>0.6 | 6<br>0.8 | —<br>— | 12<br>2.8 | —<br>— | 17<br>1.6 | 17<br>1.6 | —<br>— | —<br>— | 1<br>0.5 | 16<br>1.4 | 4<br>0.6 | 14<br>2.1 |
| Special courses or programs provided by a labor union | 14<br>1.0 | 4<br>0.4 | 4<br>0.5 | —<br>— | 10<br>2.3 | 1<br>0.3 | 13<br>1.2 | 14<br>1.2 | —<br>— | —<br>— | 2<br>0.8 | 12<br>1.0 | 8<br>1.2 | 5<br>0.8 |
| Other | 15<br>1.1 | 7<br>0.8 | 6<br>0.8 | 1<br>0.6 | 8<br>1.9 | —<br>— | 15<br>1.4 | 15<br>1.4 | —<br>— | —<br>— | 3<br>1.5 | 12<br>1.1 | 3<br>0.4 | 12<br>1.8 |
| All | 10<br>0.7 | 10<br>1.1 | 8<br>1.0 | 2<br>1.3 | —<br>— | —<br>— | 10<br>0.9 | 10<br>0.9 | —<br>— | —<br>— | —<br>— | 10<br>0.9 | 8<br>1.1 | 2<br>0.4 |
| Weighted base | 1341<br>100.0 | 916<br>100.0 | 734<br>100.0 | 182<br>100.0 | 424<br>100.0 | 289<br>100.0 | 1052<br>100.0 | 1094<br>100.0 | 170<br>100.0 | 63<br>100.0 | 206<br>100.0 | 1134<br>100.0 | 687<br>100.0 | 653<br>100.0 |
| Don't know/refused | 30<br>2.2 | 16<br>1.7 | 9<br>1.2 | 7<br>3.8 | 14<br>3.3 | 1<br>0.3 | 29<br>2.7 | 22<br>2.0 | 7<br>4.1 | 1<br>1.6 | 10<br>4.8 | 20<br>1.8 | 4<br>0.6 | 25<br>3.9 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.16 HOW WELL WOULD YOU SAY YOUR FORMAL EDUCATION AND TRAINING ARE BEING USED IN YOUR PRESENT JOB
-BASED ON THOSE EMPLOYED

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18-25 Years | 26-40 Years | 41-55 Years | 56-65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 713 | 348 | 365 | 171 | 271 | 195 | 61 | 8 | 21 | 166 | 57 | 107 | 148 | 213 |
| Weighted base | 1631 | 850 | 782 | 270 | 687 | 479 | 157 | 19 | 84 | 495 | 177 | 177 | 253 | 444 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *How well* | | | | | | | | | | | | | | |
| Very well | 732 | 362 | 370 | 92 | 299 | 208 | 107 | 14 | 14 | 220 | 86 | 95 | 79 | 237 |
| | 44.8 | 42.6 | 47.3 | 34.2 | 43.5 | 43.5 | 68.2 | 73.4 | 16.7 | 44.5 | 48.7 | 53.9 | 31.2 | 53.3 |
| Fairly well | 605 | 341 | 264 | 105 | 267 | 187 | 34 | 5 | 49 | 208 | 67 | 50 | 91 | 139 |
| | 37.1 | 40.1 | 33.8 | 38.7 | 38.8 | 39.0 | 21.5 | 26.6 | 57.9 | 42.0 | 37.7 | 28.2 | 36.0 | 31.3 |
| Not very well | 114 | 69 | 46 | 11 | 58 | 44 | 1 | — | 10 | 22 | 10 | 14 | 26 | 32 |
| | 7.0 | 8.1 | 5.9 | 4.2 | 8.4 | 9.2 | 0.8 | — | 11.8 | 4.4 | 5.9 | 7.9 | 10.3 | 7.3 |
| Not well at all | 160 | 63 | 98 | 55 | 54 | 40 | 12 | — | 8 | 35 | 14 | 16 | 57 | 30 |
| | 9.8 | 7.4 | 12.5 | 20.4 | 7.8 | 8.4 | 7.5 | — | 9.7 | 7.1 | 7.7 | 9.2 | 22.5 | 6.7 |
| Don't know/refused | 20 | 15 | 5 | 7 | 10 | — | 3 | — | 3 | 9 | — | 1 | — | 6 |
| | 1.2 | 1.8 | 0.6 | 2.5 | 1.5 | — | 2.0 | — | 4.0 | 1.9 | — | 0.8 | — | 1.3 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.16 HOW WELL WOULD YOU SAY YOUR FORMAL EDUCATION AND TRAINING ARE BEING USED IN YOUR PRESENT JOB
BASED ON THOSE EMPLOYED

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 713 | 713 | 564 | 149 | — | 128 | 585 | 623 | 47 | 38 | 68 | 645 | 355 | 358 |
| Weighted base | 1631 | 1631 | 1349 | 282 | — | 218 | 1414 | 1441 | 126 | 50 | 138 | 1494 | 737 | 894 |
| | 100.0 | 100.0 | 100.0 | 100.0 | — | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *How well* | | | | | | | | | | | | | | |
| Very well | 732 | 732 | 615 | 116 | — | 76 | 655 | 636 | 67 | 23 | 45 | 687 | 334 | 398 |
| | 44.8 | 44.8 | 45.6 | 41.3 | — | 35.0 | 46.4 | 44.1 | 53.0 | 45.3 | 32.5 | 46.0 | 45.2 | 44.5 |
| Fairly well | 605 | 605 | 498 | 108 | — | 79 | 527 | 550 | 35 | 13 | 54 | 551 | 261 | 344 |
| | 37.1 | 37.1 | 36.9 | 38.1 | — | 36.0 | 37.3 | 38.1 | 28.0 | 24.8 | 39.4 | 36.9 | 35.4 | 38.5 |
| Not very well | 114 | 114 | 96 | 19 | — | 20 | 94 | 106 | 6 | 2 | 8 | 106 | 54 | 60 |
| | 7.0 | 7.0 | 7.1 | 6.6 | — | 9.2 | 6.7 | 7.3 | 5.1 | 4.9 | 6.1 | 7.1 | 7.3 | 6.7 |
| Not well at all | 160 | 160 | 125 | 35 | — | 40 | 121 | 135 | 17 | 8 | 26 | 134 | 83 | 77 |
| | 9.8 | 9.8 | 9.3 | 12.5 | — | 18.3 | 8.5 | 9.3 | 13.9 | 16.4 | 18.9 | 9.0 | 11.3 | 8.6 |
| Don't know/refused | 20 | 20 | 15 | 5 | — | 3 | 17 | 16 | — | 4 | 4 | 16 | 5 | 15 |
| | 1.2 | 1.2 | 1.1 | 1.6 | — | 1.5 | 1.2 | 1.1 | — | 8.7 | 3.1 | 1.0 | 0.7 | 1.6 |

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.17 THINKING AHEAD FOR THE NEXT THREE YEARS, WHICH ONE OF THE FOLLOWING BEST DESCRIBES WHAT IS MOST LIKELY TO HAPPEN WITH REGARD TO YOUR PRESENT JOB
BASED ON THOSE EMPLOYED

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 713 | 348 | 365 | 171 | 271 | 195 | 61 | 8 | 21 | 166 | 57 | 107 | 148 | 213 |
| Weighted base | 1631<br>100.0 | 850<br>100.0 | 782<br>100.0 | 270<br>100.0 | 687<br>100.0 | 479<br>100.0 | 157<br>100.0 | 19<br>100.0 | 84<br>100.0 | 495<br>100.0 | 177<br>100.0 | 177<br>100.0 | 253<br>100.0 | 444<br>100.0 |
| *Which* | | | | | | | | | | | | | | |
| You will stay with your current employer | 1016<br>62.3 | 550<br>64.7 | 465<br>59.5 | 86<br>31.8 | 466<br>67.8 | 324<br>67.6 | 111<br>70.6 | 14<br>73.4 | 39<br>46.7 | 316<br>64.0 | 118<br>66.6 | 121<br>68.7 | 146<br>57.5 | 273<br>61.6 |
| You will be forced to change jobs because of job termination, going-out-of-business, family move, etc. | 101<br>6.2 | 51<br>6.0 | 50<br>6.4 | 23<br>8.6 | 42<br>6.1 | 30<br>6.2 | 7<br>4.3 | —<br>— | 4<br>4.7 | 33<br>6.7 | 14<br>8.1 | 10<br>5.4 | 18<br>7.1 | 23<br>5.1 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| You will choose to change jobs | 354<br>21.7 | 180<br>21.2 | 174<br>22.3 | 130<br>47.9 | 156<br>22.7 | 66<br>13.8 | 3<br>1.9 | —<br>— | 14<br>16.6 | 91<br>18.3 | 32<br>18.2 | 36<br>20.2 | 75<br>29.7 | 106<br>24.0 |
| You will leave the labor force permanently | 72<br>4.4 | 37<br>4.4 | 35<br>4.5 | 4<br>1.4 | 5<br>0.8 | 30<br>6.4 | 24<br>15.3 | 5<br>26.6 | 3<br>3.1 | 30<br>6.1 | 5<br>3.0 | 4<br>2.1 | 10<br>3.9 | 21<br>4.7 |
| You will leave the labor force temporarily | 49<br>3.0 | 16<br>1.9 | 33<br>4.2 | 23<br>8.4 | 12<br>1.7 | 13<br>2.7 | 1<br>0.8 | —<br>— | 17<br>20.1 | 13<br>2.7 | 2<br>1.0 | 5<br>2.9 | 2<br>0.8 | 10<br>2.2 |
| Stay self-employed | 13<br>0.8 | 5<br>0.5 | 9<br>1.1 | —<br>— | 4<br>0.6 | 3<br>0.6 | 6<br>3.9 | —<br>— | —<br>— | 6<br>1.3 | —<br>— | —<br>— | 2<br>1.0 | 5<br>1.0 |
| Other | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— |
| Don't know/refused | 25<br>1.6 | 10<br>1.2 | 15<br>1.9 | 5<br>1.8 | 2<br>0.3 | 13<br>2.7 | 5<br>3.2 | —<br>— | 7<br>8.8 | 5<br>1.0 | 6<br>3.2 | 1<br>0.8 | —<br>— | 6<br>1.3 |

Q.17 THINKING AHEAD FOR THE NEXT THREE YEARS, WHICH ONE OF THE FOLLOWING BEST DESCRIBES WHAT IS MOST LIKELY TO HAPPEN WITH REGARD TO YOUR PRESENT JOB
BASED ON THOSE EMPLOYED

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 713 | 713 | 564 | 149 | — | 128 | 585 | 623 | 47 | 38 | 68 | 645 | 355 | 358 |
| Weighted base | 1631 | 1631 | 1349 | 282 | — | 218 | 1414 | 1441 | 126 | 50 | 138 | 1494 | 737 | 894 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Which* | | | | | | | | | | | | | | |
| You will stay with your current employer | 1016 | 1016 | 901 | 114 | — | 89 | 927 | 923 | 53 | 28 | 53 | 963 | 448 | 568 |
| | 62.3 | 62.3 | 66.8 | 40.5 | — | 40.8 | 65.6 | 64.0 | 41.8 | 56.3 | 38.3 | 64.5 | 60.7 | 63.5 |
| You will be forced to change jobs because of job termination, going-out-of-business, family move, etc. | 101 | 101 | 89 | 12 | — | 19 | 82 | 79 | 21 | 1 | 12 | 89 | 49 | 52 |
| | 6.2 | 6.2 | 6.6 | 4.3 | — | 8.8 | 5.8 | 5.5 | 16.8 | 2.0 | 8.9 | 6.0 | 6.7 | 5.8 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| You will choose to change jobs | 354<br>21.7 | 354<br>21.7 | 257<br>19.1 | 97<br>34.5 | —<br>— | 95<br>43.6 | 259<br>18.3 | 298<br>20.7 | 35<br>28.2 | 19<br>37.8 | 67<br>48.4 | 288<br>19.3 | 188<br>25.5 | 166<br>18.6 |
| You will leave the labor force permanently | 72<br>4.4 | 72<br>4.4 | 50<br>3.7 | 22<br>7.9 | —<br>— | 1<br>0.6 | 71<br>5.0 | 63<br>4.4 | 9<br>7.4 | —<br>— | —<br>— | 72<br>4.8 | 21<br>2.8 | 52<br>5.8 |
| You will leave the labor force temporarily | 49<br>3.0 | 49<br>3.0 | 32<br>2.4 | 17<br>6.0 | —<br>— | 11<br>5.2 | 38<br>2.7 | 42<br>2.9 | 6<br>4.4 | 1<br>2.0 | 1<br>0.7 | 48<br>3.2 | 18<br>2.5 | 31<br>3.4 |
| Stay self-employed | 13<br>0.8 | 13<br>0.8 | 5<br>0.4 | 9<br>3.0 | —<br>— | —<br>— | 13<br>1.0 | 13<br>0.9 | —<br>— | —<br>— | —<br>— | 13<br>0.9 | 6<br>0.8 | 7<br>0.8 |
| Other | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— |
| Don't know/refused | 25<br>1.6 | 25<br>1.6 | 15<br>1.1 | 11<br>3.7 | —<br>— | 2<br>1.0 | 23<br>1.6 | 23<br>1.6 | 2<br>1.4 | 1<br>2.0 | 5<br>3.7 | 20<br>1.3 | 7<br>1.0 | 18<br>2.0 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.18 IF YOUR EMPLOYER HAS PROVIDED YOU WITH ANY KIND OF SPECIAL JOB TRAINING, HOW LONG WAS THE TRAINING
BASED ON THOSE EMPLOYED

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad | Post H.S. Voc. | Comm Coll | Some 4 Yr Coll | Coll Grad |
| Total respondents | 713 | 348 | 365 | 171 | 271 | 195 | 61 | 8 | 21 | 166 | 57 | 107 | 148 | 213 |
| Weighted base | 1631 | 850 | 782 | 270 | 687 | 479 | 157 | 19 | 84 | 495 | 177 | 177 | 253 | 444 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *How long* | | | | | | | | | | | | | | |
| Not more than one day | 137 | 48 | 89 | 15 | 71 | 42 | 9 | — | 11 | 49 | 14 | 11 | 21 | 31 |
| | 8.4 | 5.6 | 11.4 | 5.5 | 10.4 | 8.7 | 6.0 | — | 12.7 | 9.9 | 8.0 | 6.1 | 8.5 | 7.0 |
| 2–5 days | 250 | 123 | 127 | 49 | 101 | 77 | 23 | — | 15 | 71 | 41 | 36 | 20 | 67 |
| | 15.3 | 14.5 | 16.3 | 18.1 | 14.7 | 16.1 | 14.4 | — | 18.2 | 14.3 | 23.3 | 20.3 | 8.0 | 15.0 |
| 6–10 days | 113 | 57 | 56 | 38 | 36 | 28 | 9 | 2 | 5 | 28 | 10 | 18 | 24 | 29 |
| | 6.9 | 6.7 | 7.1 | 14.1 | 5.2 | 5.9 | 5.5 | 10.7 | 5.4 | 5.7 | 5.4 | 10.0 | 9.3 | 6.5 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 11-30 days | 160 | 60 | 100 | 27 | 76 | 48 | 6 | — | 17 | 67 | 14 | 10 | 28 | 25 |
| | 9.8 | 7.1 | 12.8 | 10.1 | 11.1 | 9.9 | 3.6 | — | 20.1 | 13.5 | 7.8 | 5.4 | 11.1 | 5.5 |
| 31 days or more | 400 | 267 | 132 | 53 | 197 | 106 | 37 | 6 | 13 | 96 | 51 | 51 | 67 | 121 |
| | 24.5 | 31.5 | 16.9 | 19.5 | 28.7 | 22.2 | 23.6 | 29.4 | 15.5 | 19.5 | 28.6 | 29.0 | 26.5 | 27.4 |
| My employer has not provided me with any kind of special job training | 553 | 285 | 268 | 87 | 202 | 169 | 69 | 12 | 24 | 179 | 48 | 52 | 88 | 161 |
| | 33.9 | 33.5 | 34.2 | 32.4 | 29.4 | 35.3 | 43.9 | 60.0 | 28.3 | 36.1 | 26.9 | 29.2 | 34.7 | 36.4 |
| Don't know/refused | 20 | 10 | 10 | 1 | 5 | 10 | 4 | — | — | 5 | — | — | 5 | 10 |
| | 1.2 | 1.2 | 1.2 | 0.4 | 0.7 | 2.0 | 2.8 | — | — | 1.0 | — | — | 1.9 | 2.2 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.18 IF YOUR EMPLOYER HAS PROVIDED YOU WITH ANY KIND OF SPECIAL JOB TRAINING, HOW LONG WAS THE TRAINING
BASED ON THOSE EMPLOYED

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All employed | Full-time | Part-time | Not employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 713 | 713 | 564 | 149 | — | 128 | 585 | 623 | 47 | 38 | 68 | 645 | 355 | 358 |
| Weighted base | 1631 | 1631 | 1349 | 282 | — | 218 | 1414 | 1441 | 126 | 50 | 138 | 1494 | 737 | 894 |
| | 100.0 | 100.0 | 100.0 | 100.0 | — | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *How Long* | | | | | | | | | | | | | | |
| Not more than one day | 137 | 137 | 115 | 22 | — | 16 | 121 | 118 | 16 | 3 | 14 | 123 | 57 | 80 |
| | 8.4 | 8.4 | 8.5 | 7.8 | — | 7.2 | 8.6 | 8.2 | 12.6 | 6.0 | 10.5 | 8.2 | 7.7 | 9.0 |
| 2–5 days | 250 | 250 | 199 | 51 | — | 48 | 203 | 221 | 17 | 10 | 25 | 225 | 102 | 149 |
| | 15.3 | 15.3 | 14.8 | 18.1 | — | 21.8 | 14.3 | 15.4 | 13.8 | 18.8 | 18.2 | 15.1 | 13.8 | 16.6 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6–10 days | 113<br>6.9 | 113<br>6.9 | 83<br>6.1 | 30<br>10.5 | —<br>— | 24<br>11.1 | 88<br>6.3 | 100<br>7.0 | 6<br>5.1 | —<br>— | 14<br>10.2 | 99<br>6.6 | 64<br>8.7 | 48<br>5.4 |
| 11–30 days | 160<br>9.8 | 160<br>9.8 | 135<br>10.0 | 25<br>8.7 | —<br>— | 24<br>11.0 | 136<br>9.6 | 143<br>9.9 | 15<br>11.8 | 2<br>4.1 | 11<br>8.0 | 149<br>10.0 | 77<br>10.4 | 83<br>9.3 |
| 31 days or more | 400<br>24.5 | 400<br>24.5 | 370<br>27.4 | 30<br>10.6 | —<br>— | 62<br>28.6 | 337<br>23.9 | 349<br>24.2 | 31<br>24.9 | 16<br>32.2 | 25<br>18.3 | 374<br>25.1 | 189<br>25.6 | 211<br>23.6 |
| My employer has not provided me with any kind of special job training | 553<br>33.9 | 553<br>33.9 | 436<br>32.3 | 117<br>41.3 | —<br>— | 43<br>19.6 | 510<br>36.1 | 491<br>34.1 | 40<br>31.8 | 19<br>36.8 | 48<br>34.9 | 504<br>33.8 | 238<br>32.2 | 315<br>35.2 |
| Don't know/refused | 20<br>1.2 | 20<br>1.2 | 12<br>0.9 | 8<br>2.9 | —<br>— | 2<br>0.7 | 18<br>1.3 | 19<br>1.3 | —<br>— | 1<br>2.0 | —<br>— | 20<br>1.3 | 12<br>1.6 | 8<br>0.9 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.19 HOW MUCH DO YOU LIKE THE JOB YOU NOW HOLD
BASED ON THOSE EMPLOYED

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18-25 Years | 26-40 Years | 41-55 Years | 56-65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 713 | 348 | 365 | 171 | 271 | 195 | 61 | 8 | 21 | 166 | 57 | 107 | 148 | 213 |
| Weighted base | 1631<br>100.0 | 850<br>100.0 | 782<br>100.0 | 270<br>100.0 | 687<br>100.0 | 479<br>100.0 | 157<br>100.0 | 19<br>100.0 | 84<br>100.0 | 495<br>100.0 | 177<br>100.0 | 177<br>100.0 | 253<br>100.0 | 444<br>100.0 |
| *How Much* | | | | | | | | | | | | | | |
| Very much—You don't want to leave it | 853<br>52.3 | 433<br>51.0 | 420<br>53.8 | 104<br>38.4 | 387<br>56.3 | 219<br>45.7 | 112<br>71.8 | 16<br>84.1 | 45<br>53.2 | 266<br>53.8 | 88<br>49.6 | 90<br>50.8 | 116<br>45.7 | 249<br>56.1 |
| Quite a bit—You don't know of jobs you could get that are any better | 455<br>27.9 | 236<br>27.8 | 218<br>27.9 | 65<br>24.0 | 187<br>27.3 | 168<br>35.1 | 30<br>19.2 | 3<br>15.9 | 17<br>20.4 | 106<br>21.5 | 52<br>29.4 | 52<br>29.2 | 93<br>36.6 | 135<br>30.4 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A little bit—it's better than some other jobs you could have | 187<br>11.4 | 121<br>14.3 | 65<br>8.4 | 62<br>23.1 | 68<br>10.0 | 47<br>9.7 | 7<br>4.4 | —<br>— | 20<br>23.3 | 77<br>15.5 | 17<br>9.7 | 19<br>10.7 | 22<br>8.8 | 32<br>7.2 |
| Very little—You wish you could find a better job somewhere else | 122<br>7.5 | 53<br>6.2 | 69<br>8.9 | 39<br>14.3 | 38<br>5.5 | 40<br>8.4 | 5<br>3.4 | —<br>— | 3<br>3.1 | 46<br>9.2 | 17<br>9.4 | 14<br>8.1 | 16<br>6.4 | 25<br>5.6 |
| Don't know/refused | 15<br>0.9 | 6<br>0.7 | 8<br>1.1 | 1<br>0.4 | 6<br>0.9 | 5<br>1.1 | 2<br>1.3 | —<br>— | —<br>— | —<br>— | 3<br>1.8 | 2<br>1.2 | 6<br>2.5 | 3<br>0.6 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.19 HOW MUCH DO YOU LIKE THE JOB YOU NOW HOLD
BASED ON THOSE EMPLOYED

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All employed | Full-time | Part-time | Not employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 713 | 713 | 564 | 149 | — | 128 | 585 | 623 | 47 | 38 | 68 | 645 | 355 | 358 |
| Weighted base | 1631 | 1631 | 1349 | 282 | — | 218 | 1414 | 1441 | 126 | 50 | 138 | 1494 | 737 | 894 |
| | 100.0 | 100.0 | 100.0 | 100.0 | — | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *How Much* | | | | | | | | | | | | | | |
| Very much—You don't want to leave it | 853 | 853 | 734 | 119 | — | 104 | 750 | 770 | 47 | 24 | 50 | 803 | 355 | 499 |
| | 52.3 | 52.3 | 54.4 | 42.3 | — | 47.5 | 53.0 | 53.4 | 37.2 | 48.1 | 36.3 | 53.8 | 48.1 | 55.8 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Quite a bit—You don't know of jobs you could get that are any better | 455<br>27.9 | 455<br>27.9 | 377<br>27.9 | 78<br>27.5 | —<br>— | 57<br>26.4 | 397<br>28.1 | 408<br>28.3 | 34<br>26.9 | 11<br>21.3 | 39<br>28.1 | 416<br>27.8 | 210<br>28.4 | 245<br>27.4 |
| A little bit—It's better than some other jobs you could have | 187<br>11.4 | 187<br>11.4 | 127<br>9.4 | 60<br>21.1 | —<br>— | 32<br>14.8 | 155<br>10.9 | 158<br>11.0 | 22<br>17.7 | 7<br>12.9 | 24<br>17.3 | 163<br>10.9 | 98<br>13.2 | 89<br>10.0 |
| Very little—You wish you could find a better job somewhere else | 122<br>7.5 | 122<br>7.5 | 100<br>7.4 | 23<br>8.0 | —<br>— | 24<br>10.8 | 99<br>7.0 | 92<br>6.4 | 23<br>18.1 | 8<br>15.7 | 22<br>16.0 | 100<br>6.7 | 70<br>9.5 | 52<br>5.9 |
| Don't know/refused | 15<br>0.9 | 15<br>0.9 | 12<br>0.9 | 3<br>1.1 | —<br>— | 1<br>0.5 | 13<br>1.0 | 14<br>0.9 | —<br>— | 1<br>2.0 | 3<br>2.4 | 11<br>0.8 | 6<br>0.8 | 9<br>1.0 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.20 HOW WELL WOULD YOU SAY YOUR FORMAL EDUCATION AND TRAINING WERE USED IN THE LAST JOB YOU HELD
BASED ON TOTAL RESPONDENTS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18-25 Years | 26-40 Years | 41-55 Years | 56-65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527 | 1202 | 1325 | 414 | 836 | 568 | 332 | 346 | 364 | 753 | 269 | 231 | 355 | 550 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *How Well* | | | | | | | | | | | | | | |
| Very well | 1001 | 467 | 534 | 86 | 304 | 229 | 181 | 186 | 120 | 275 | 121 | 93 | 118 | 267 |
| | 39.6 | 38.9 | 40.3 | 20.7 | 36.4 | 40.3 | 54.5 | 53.6 | 32.9 | 36.6 | 45.2 | 40.3 | 33.3 | 48.6 |
| Fairly well | 683 | 330 | 353 | 124 | 219 | 158 | 97 | 77 | 116 | 224 | 63 | 66 | 97 | 116 |
| | 27.0 | 27.4 | 26.6 | 29.9 | 26.3 | 27.8 | 29.3 | 22.3 | 31.9 | 29.8 | 23.5 | 28.6 | 27.3 | 21.1 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Not very well | 207 | 112 | 95 | 36 | 87 | 53 | 5 | 23 | 28 | 62 | 24 | 17 | 31 | 46 |
| | 8.2 | 9.3 | 7.2 | 8.6 | 10.4 | 9.3 | 1.5 | 6.6 | 7.6 | 8.2 | 8.8 | 7.5 | 8.8 | 8.3 |
| Not well at all | 389 | 166 | 223 | 121 | 168 | 57 | 17 | 26 | 37 | 109 | 37 | 41 | 85 | 80 |
| | 15.4 | 13.8 | 16.8 | 29.3 | 20.1 | 10.0 | 5.1 | 7.6 | 10.2 | 14.4 | 13.8 | 17.6 | 24.0 | 14.6 |
| This is the only job I've held | 155 | 89 | 65 | 30 | 45 | 55 | 22 | 3 | 18 | 57 | 20 | 4 | 19 | 36 |
| | 6.1 | 7.4 | 4.9 | 7.3 | 5.3 | 9.7 | 6.5 | 0.8 | 5.0 | 7.6 | 7.6 | 1.9 | 5.2 | 6.6 |
| Never held a job | 41 | 9 | 32 | 14 | 6 | 7 | — | 14 | 19 | 15 | 3 | 1 | 3 | — |
| | 1.6 | 0.7 | 2.4 | 3.4 | 0.7 | 1.2 | — | 4.0 | 5.1 | 2.0 | 1.1 | 0.5 | 1.0 | — |
| Don't know/refused | 52 | 29 | 23 | 3 | 6 | 10 | 11 | 18 | 26 | 11 | — | 8 | 2 | 5 |
| | 2.1 | 2.4 | 1.7 | 0.7 | 0.8 | 1.7 | 3.2 | 5.1 | 7.3 | 1.5 | — | 3.5 | 0.5 | 0.9 |

Q.20 HOW WELL WOULD YOU SAY YOUR FORMAL EDUCATION AND TRAINING WERE USED IN THE LAST JOB YOU HELD
BASED ON TOTAL RESPONDENTS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All employed | Full-time | Part-time | Not employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *How Well* | | | | | | | | | | | | | | |
| Very well | 1001 | 609 | 505 | 105 | 392 | 86 | 915 | 857 | 97 | 34 | 86 | 915 | 365 | 636 |
| | 39.6 | 37.3 | 37.4 | 37.0 | 43.8 | 25.1 | 41.9 | 39.7 | 37.5 | 39.0 | 36.9 | 39.9 | 37.2 | 41.1 |
| Fairly well | 683 | 404 | 346 | 58 | 279 | 87 | 596 | 577 | 84 | 20 | 59 | 623 | 239 | 443 |
| | 27.0 | 24.7 | 25.7 | 20.4 | 31.2 | 25.3 | 27.3 | 26.7 | 32.4 | 22.9 | 25.4 | 27.2 | 24.4 | 28.7 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Not very well | 207<br>8.2 | 147<br>9.0 | 111<br>8.2 | 36<br>12.8 | 60<br>6.7 | 38<br>10.9 | 170<br>7.8 | 184<br>8.5 | 12<br>4.6 | 8<br>9.8 | 14<br>6.1 | 193<br>8.4 | 97<br>9.9 | 110<br>7.1 |
| Not well at all | 389<br>15.4 | 298<br>18.3 | 234<br>17.4 | 64<br>22.7 | 89<br>9.9 | 110<br>32.2 | 278<br>12.7 | 318<br>14.7 | 50<br>19.4 | 14<br>16.3 | 65<br>28.0 | 323<br>14.1 | 213<br>21.8 | 175<br>11.3 |
| This is the only job I've held | 155<br>6.1 | 155<br>9.5 | 137<br>10.1 | 18<br>6.3 | —<br>— | 16<br>4.6 | 139<br>6.4 | 143<br>6.6 | 9<br>3.6 | 2<br>2.4 | 5<br>2.2 | 150<br>6.5 | 49<br>5.0 | 106<br>6.8 |
| Never held a job | 41<br>1.6 | —<br>— | —<br>— | —<br>— | 41<br>4.6 | 5<br>1.5 | 36<br>1.6 | 35<br>1.6 | —<br>— | 6<br>6.9 | 3<br>1.5 | 37<br>1.6 | 11<br>1.2 | 29<br>1.9 |
| Don't know/refused | 52<br>2.1 | 18<br>1.1 | 16<br>1.2 | 2<br>0.7 | 34<br>3.8 | 2<br>0.6 | 50<br>2.3 | 43<br>2.0 | 6<br>2.5 | 2<br>2.7 | —<br>— | 52<br>2.3 | 5<br>0.5 | 47<br>3.1 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.21 UNDER WHAT CIRCUMSTANCES DID YOU LEAVE YOUR LAST JOB
BASED ON THOSE WHO HAD A PREVIOUS JOB

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 970 | 438 | 532 | 234 | 309 | 207 | 109 | 99 | 67 | 238 | 79 | 137 | 199 | 247 |
| Weighted base | 2332<br>100.0 | 1104<br>100.0 | 1228<br>100.0 | 370<br>100.0 | 785<br>100.0 | 506<br>100.0 | 310<br>100.0 | 330<br>100.0 | 327<br>100.0 | 681<br>100.0 | 245<br>100.0 | 225<br>100.0 | 333<br>100.0 | 514<br>100.0 |
| *What Circumstances* | | | | | | | | | | | | | | |
| Did you quit | 996<br>42.7 | 452<br>40.9 | 544<br>44.3 | 205<br>55.5 | 386<br>49.1 | 244<br>48.3 | 102<br>32.9 | 47<br>14.2 | 52<br>15.9 | 289<br>42.4 | 115<br>47.0 | 101<br>44.9 | 159<br>47.6 | 278<br>54.2 |
| Was your job eliminated so you had to leave | 193<br>8.3 | 86<br>7.8 | 107<br>8.7 | 34<br>9.1 | 73<br>9.3 | 45<br>8.9 | 30<br>9.8 | 11<br>3.2 | 21<br>6.5 | 71<br>10.4 | 27<br>10.9 | 18<br>8.1 | 33<br>9.9 | 19<br>3.6 |
| Was your job changed and you didn't have the new skills needed to do it | 37<br>1.6 | 29<br>2.7 | 8<br>0.6 | 11<br>2.9 | 19<br>2.4 | 8<br>1.5 | —<br>— | —<br>— | 7<br>2.2 | 1<br>0.2 | 6<br>2.6 | 3<br>1.3 | 11<br>3.2 | 8<br>1.6 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Did your employer have to reduce the number of jobs because of slow business | 198<br>8.5 | 110<br>9.9 | 89<br>7.2 | 49<br>13.2 | 91<br>11.6 | 39<br>7.7 | 9<br>3.0 | 10<br>3.1 | 29<br>8.7 | 57<br>8.4 | 23<br>9.3 | 21<br>9.3 | 30<br>8.9 | 39<br>7.6 |
| Were you fired | 56<br>2.4 | 34<br>3.1 | 22<br>1.8 | 10<br>2.6 | 6<br>0.8 | 20<br>4.0 | 10<br>3.3 | 8<br>2.4 | 14<br>4.2 | 14<br>2.1 | 3<br>1.3 | 2<br>0.9 | 10<br>3.1 | 13<br>2.5 |
| Retired/retired with a disability | 310<br>13.3 | 180<br>16.3 | 130<br>10.6 | 3<br>0.9 | 6<br>0.8 | 16<br>3.1 | 69<br>22.2 | 207<br>62.8 | 115<br>35.2 | 98<br>14.4 | 14<br>5.7 | 19<br>8.4 | 27<br>8.1 | 37<br>7.2 |
| Changed jobs within the same company | 34<br>1.5 | 8<br>0.8 | 26<br>2.1 | 2<br>0.5 | 17<br>2.1 | 8<br>1.6 | 7<br>2.3 | —<br>— | —<br>— | 8<br>1.2 | 3<br>1.2 | 12<br>5.2 | 5<br>1.6 | 6<br>1.2 |
| Was transferred/ forced to move | 105<br>4.5 | 38<br>3.5 | 67<br>5.4 | 18<br>4.8 | 41<br>5.3 | 25<br>4.9 | 15<br>4.9 | 3<br>0.8 | 16<br>4.9 | 13<br>2.0 | 6<br>2.5 | 20<br>8.7 | 13<br>3.9 | 37<br>7.1 |
| Wanted a better job/more money | 83<br>3.6 | 68<br>6.2 | 15<br>1.3 | 4<br>1.2 | 46<br>5.8 | 25<br>5.0 | 6<br>1.8 | 2<br>0.7 | 3<br>1.0 | 13<br>2.0 | 17<br>7.1 | 10<br>4.4 | 14<br>4.2 | 25<br>4.9 |
| Got married/ became pregnant | 61<br>2.6 | 1<br>0.1 | 60<br>4.9 | 7<br>1.9 | 26<br>3.3 | 7<br>1.4 | 19<br>6.2 | 2<br>0.6 | 14<br>4.2 | 20<br>2.9 | 9<br>3.7 | 4<br>1.9 | 8<br>2.3 | 7<br>1.3 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.21 UNDER WHAT CIRCUMSTANCES DID YOU LEAVE YOUR LAST JOB
BASED ON THOSE WHO HAD A PREVIOUS JOB

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Weighted base | 2332 | 1104 | 1228 | 370 | 785 | 506 | 310 | 330 | 327 | 681 | 245 | 225 | 333 | 514 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Closed business/ went out of business | 32 | 9 | 23 | 2 | 13 | 16 | 1 | — | 8 | 8 | 4 | 4 | 3 | 5 |
| | 1.4 | 0.8 | 1.9 | 0.5 | 1.6 | 3.1 | 0.4 | — | 2.4 | 1.2 | 1.7 | 1.6 | 0.8 | 1.0 |
| Medical reasons | 87 | 37 | 50 | 3 | 24 | 20 | 23 | 19 | 33 | 25 | 8 | 5 | 9 | 8 |
| | 3.8 | 3.4 | 4.1 | 0.7 | 3.0 | 3.9 | 7.3 | 5.7 | 10.1 | 3.6 | 3.2 | 2.1 | 2.8 | 1.5 |
| Left work to care for family | 6 | — | 6 | — | 4 | — | — | 3 | — | 3 | 4 | — | — | — |
| | 0.3 | — | 0.5 | — | 0.5 | — | — | 0.8 | — | 0.4 | 1.5 | — | — | — |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Haven't had another job/left my first job | 22<br>0.9 | 10<br>0.9 | 11<br>0.9 | 7<br>2.0 | 4<br>0.5 | 8<br>1.6 | —<br>— | 3<br>0.8 | —<br>— | 14<br>2.1 | —<br>— | 2<br>0.9 | 2<br>0.7 | 3<br>0.6 |
| Continuing education/went back to school | 3<br>0.1 | 2<br>0.2 | 1<br>0.1 | 2<br>0.5 | —<br>— | —<br>— | 1<br>0.4 | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | 3<br>0.9 | —<br>— |
| Something else | 13<br>0.5 | 5<br>0.5 | 7<br>0.6 | 3<br>0.7 | 5<br>0.6 | —<br>— | —<br>— | 6<br>1.7 | 2<br>0.5 | 6<br>0.8 | 3<br>1.1 | —<br>— | 2<br>0.6 | 1<br>0.2 |
| None/no reason | 28<br>1.2 | 6<br>0.5 | 23<br>1.9 | 2<br>0.6 | 8<br>1.0 | 8<br>1.5 | 6<br>2.1 | 4<br>1.3 | —<br>— | 13<br>1.9 | 2<br>0.7 | 3<br>1.3 | 1<br>0.4 | 10<br>1.9 |
| Don't know/refused | 65<br>2.8 | 28<br>2.5 | 38<br>3.1 | 8<br>2.3 | 19<br>2.5 | 18<br>3.5 | 11<br>3.4 | 6<br>1.8 | 13<br>4.0 | 28<br>4.1 | 1<br>0.5 | 2<br>1.0 | 3<br>1.0 | 17<br>3.4 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.21 UNDER WHAT CIRCUMSTANCES DID YOU LEAVE YOUR LAST JOB
BASED ON THOSE WHO HAD A PREVIOUS JOB

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career develop-ment person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 970 | 653 | 513 | 140 | 316 | 182 | 788 | 819 | 88 | 54 | 107 | 863 | 446 | 524 |
| Weighted base | 2332 | 1477 | 1212 | 265 | 853 | 323 | 2009 | 1980 | 250 | 78 | 225 | 2107 | 919 | 1412 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *What circumstances* | | | | | | | | | | | | | | |
| Did you quit | 996 | 773 | 634 | 139 | 223 | 170 | 826 | 883 | 59 | 45 | 77 | 919 | 476 | 520 |
| | 42.7 | 52.3 | 52.3 | 52.3 | 26.1 | 52.7 | 41.1 | 44.6 | 23.6 | 57.1 | 34.0 | 43.6 | 51.8 | 36.6 |
| Was your job eliminated so you had to leave | 193 | 127 | 109 | 18 | 66 | 27 | 166 | 145 | 38 | 7 | 29 | 164 | 79 | 114 |
| | 8.3 | 8.6 | 9.0 | 6.8 | 7.7 | 8.3 | 8.3 | 7.3 | 15.3 | 8.5 | 12.9 | 7.8 | 8.6 | 8.1 |
| Was your job changed and you didn't have the new skills needed to do it | 37 | 26 | 26 | — | 11 | 5 | 32 | 34 | 2 | 1 | 9 | 28 | 15 | 21 |
| | 1.6 | 1.8 | 2.1 | — | 1.3 | 1.4 | 1.6 | 1.7 | 0.7 | 1.3 | 3.9 | 1.3 | 1.7 | 1.5 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Did your employer have to reduce the number of jobs because of slow business | 198 | 117 | 97 | 20 | 80 | 46 | 152 | 151 | 40 | 5 | 59 | 139 | 89 | 110 |
| | 8.5 | 7.9 | 8.0 | 7.5 | 9.3 | 14.4 | 7.6 | 7.6 | 15.9 | 6.6 | 26.3 | 6.6 | 9.6 | 7.8 |
| Were you fired | 56 | 30 | 30 | — | 26 | 2 | 54 | 46 | 8 | — | 13 | 44 | 22 | 35 |
| | 2.4 | 2.0 | 2.5 | — | 3.1 | 0.7 | 2.7 | 2.3 | 3.2 | — | 5.6 | 2.1 | 2.4 | 2.5 |
| Retired/retired with a disability | 310 | 10 | 6 | 3 | 301 | 3 | 307 | 267 | 33 | 5 | 6 | 304 | 31 | 280 |
| | 13.3 | 0.7 | 0.5 | 1.3 | 35.2 | 1.0 | 15.3 | 13.5 | 13.3 | 6.4 | 2.7 | 14.4 | 3.3 | 19.8 |
| Changed jobs within the same company | 34 | 34 | 32 | 2 | — | 9 | 26 | 30 | 2 | 2 | — | 34 | 18 | 16 |
| | 1.5 | 2.3 | 2.7 | 0.8 | — | 2.7 | 1.3 | 1.5 | 0.7 | 2.6 | — | 1.6 | 2.0 | 1.1 |
| Was transferred/ forced to move | 105 | 99 | 78 | 21 | 6 | 24 | 81 | 95 | 10 | — | 8 | 97 | 42 | 63 |
| | 4.5 | 6.7 | 6.4 | 8.1 | 0.7 | 7.5 | 4.0 | 4.8 | 3.9 | — | 3.6 | 4.6 | 4.6 | 4.4 |
| Wanted a better job/more money | 83 | 83 | 80 | 3 | — | 5 | 78 | 76 | 7 | — | 6 | 77 | 33 | 50 |
| | 3.6 | 5.6 | 6.6 | 1.2 | — | 1.7 | 3.9 | 3.9 | 2.8 | — | 2.7 | 3.7 | 3.6 | 3.5 |
| Got married/ became pregnant | 61 | 40 | 17 | 22 | 22 | 1 | 60 | 60 | 1 | — | — | 61 | 23 | 38 |
| | 2.6 | 2.7 | 1.4 | 8.4 | 2.5 | 0.4 | 3.0 | 3.0 | 0.6 | — | — | 2.9 | 2.5 | 2.7 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.21 UNDER WHAT CIRCUMSTANCES DID YOU LEAVE YOUR LAST JOB
BASED ON THOSE WHO HAD A PREVIOUS JOB

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career develop- ment person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Weighted base | 2332 | 1477 | 1212 | 265 | 853 | 323 | 2009 | 1980 | 250 | 78 | 225 | 2107 | 919 | 1412 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Closed business/ went out of business | 32 | 28 | 17 | 11 | 4 | 3 | 29 | 31 | — | 1 | 3 | 29 | 10 | 22 |
| | 1.4 | 1.9 | 1.4 | 4.0 | 0.5 | 0.9 | 1.4 | 1.6 | — | 1.3 | 1.3 | 1.4 | 1.1 | 1.5 |
| Medical reasons | 87 | 9 | 4 | 5 | 79 | 15 | 72 | 48 | 30 | 8 | 7 | 80 | 29 | 58 |
| | 3.8 | 0.6 | 0.3 | 1.9 | 9.2 | 4.7 | 3.6 | 2.4 | 12.0 | 10.4 | 3.1 | 3.8 | 3.2 | 4.1 |
| Left work to care for family | 6 | — | — | — | 6 | — | 6 | 3 | 4 | — | — | 6 | 4 | 3 |
| | 0.3 | — | — | — | 0.7 | — | 0.3 | 0.1 | 1.5 | — | — | 0.3 | 0.4 | 0.2 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Haven't had another job/left my first job | 22<br>0.9 | 19<br>1.3 | 17<br>1.4 | 2<br>0.8 | 3<br>0.3 | —<br>— | 22<br>1.1 | 22<br>1.1 | —<br>— | —<br>— | —<br>— | 22<br>1.0 | 10<br>1.1 | 12<br>0.8 |
| Continuing education/went back to school | 3<br>0.1 | 2<br>0.1 | 1<br>0.1 | 1<br>0.4 | 1<br>0.1 | 1<br>0.3 | 2<br>0.1 | 2<br>0.1 | —<br>— | 1<br>1.3 | 1<br>0.4 | 2<br>0.1 | 2<br>0.2 | 1<br>0.1 |
| Something else | 13<br>0.5 | 8<br>0.6 | 4<br>0.3 | 5<br>1.7 | 5<br>0.5 | 2<br>0.6 | 11<br>0.5 | 10<br>0.5 | —<br>— | 3<br>3.4 | —<br>— | 13<br>0.6 | 5<br>0.6 | 7<br>0.5 |
| None/no reason | 28<br>1.2 | 20<br>1.4 | 18<br>1.5 | 2<br>0.8 | 8<br>1.0 | 2<br>0.7 | 26<br>1.3 | 27<br>1.4 | —<br>— | 1<br>1.3 | —<br>— | 28<br>1.4 | 9<br>1.0 | 20<br>1.4 |
| Don't know/refused | 65<br>2.8 | 52<br>3.5 | 42<br>3.5 | 10<br>3.8 | 13<br>1.6 | 7<br>2.0 | 59<br>2.9 | 49<br>2.5 | 16<br>6.6 | —<br>— | 8<br>3.4 | 58<br>2.7 | 21<br>2.3 | 44<br>3.1 |

Q.22 WHICH ONE OF THE FOLLOWING BEST DESCRIBES HOW YOU FIRST GOT STARTED IN YOUR PRESENT JOB OR CAREER
BASED ON THOSE EMPLOYED

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18-25 Years | 26-40 Years | 41-55 Years | 56-65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 713 | 348 | 365 | 171 | 271 | 195 | 61 | 8 | 21 | 166 | 57 | 107 | 148 | 213 |
| Weighted base | 1631 | 850 | 782 | 270 | 687 | 479 | 157 | 19 | 84 | 495 | 177 | 177 | 253 | 444 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Which one* | | | | | | | | | | | | | | |
| You made a conscious choice and followed a definite plan | 586 | 286 | 300 | 87 | 259 | 156 | 64 | 8 | 15 | 141 | 50 | 70 | 69 | 240 |
| | 35.9 | 33.6 | 38.4 | 32.4 | 37.7 | 32.5 | 40.6 | 41.6 | 18.0 | 28.6 | 28.5 | 39.7 | 27.1 | 54.1 |
| You got started through a series of chance circumstances | 450 | 220 | 230 | 42 | 216 | 144 | 43 | 1 | 4 | 136 | 54 | 61 | 97 | 97 |
| | 27.6 | 25.9 | 29.5 | 15.6 | 31.5 | 29.9 | 27.5 | 7.7 | 4.7 | 27.5 | 30.7 | 34.5 | 38.5 | 21.9 |
| You were influenced by your friends and associates | 197 | 114 | 83 | 46 | 71 | 53 | 23 | 3 | 27 | 66 | 47 | 7 | 21 | 29 |
| | 12.1 | 13.4 | 10.6 | 17.2 | 10.4 | 11.1 | 15.0 | 15.3 | 32.2 | 13.3 | 26.3 | 4.1 | 8.5 | 6.5 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| You were influenced by your parents and relatives | 182<br>11.2 | 121<br>14.2 | 61<br>7.8 | 49<br>18.0 | 66<br>9.6 | 51<br>10.7 | 12<br>7.7 | 4<br>21.4 | 14<br>16.7 | 76<br>15.3 | 16<br>9.2 | 20<br>11.3 | 31<br>12.1 | 25<br>5.7 |
| You took the only job that was available | 128<br>7.8 | 66<br>7.7 | 62<br>8.0 | 27<br>10.0 | 34<br>5.0 | 55<br>11.5 | 7<br>4.8 | —<br>— | 24<br>28.4 | 44<br>9.0 | 2<br>1.2 | 11<br>6.4 | 19<br>7.3 | 28<br>6.2 |
| You were influenced by a professional school, college, or career counselor | 48<br>2.9 | 25<br>2.9 | 23<br>2.9 | 12<br>4.5 | 20<br>2.9 | 11<br>2.2 | 3<br>1.7 | 3<br>14.0 | —<br>— | 20<br>3.9 | 5<br>2.9 | 3<br>1.9 | 5<br>2.2 | 15<br>3.3 |
| You were influenced by a counselor or job placement officer in the public job service or job training program | 23<br>1.4 | 10<br>1.2 | 13<br>1.6 | 2<br>0.9 | 16<br>2.3 | 2<br>0.4 | 3<br>1.6 | —<br>— | —<br>— | 10<br>2.0 | —<br>— | 2<br>1.2 | 6<br>2.4 | 5<br>1.1 |
| Other | 15<br>0.9 | 6<br>0.7 | 9<br>1.2 | 3<br>1.0 | 5<br>0.7 | 7<br>1.5 | —<br>— | —<br>— | —<br>— | 2<br>0.3 | 2<br>1.2 | 1<br>0.8 | 4<br>1.4 | 6<br>1.3 |
| Don't know/refused | 3<br>0.2 | 3<br>0.3 | —<br>— | 1<br>0.4 | —<br>— | —<br>— | 2<br>1.1 | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— | 1<br>0.5 | —<br>— |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.22 WHICH ONE OF THE FOLLOWING BEST DESCRIBES HOW YOU FIRST GOT STARTED IN YOUR PRESENT JOB OR CAREER
BASED ON THOSE EMPLOYED

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 713 | 713 | 564 | 149 | — | 128 | 585 | 623 | 47 | 38 | 68 | 645 | 355 | 358 |
| Weighted base | 1631 | 1631 | 1349 | 282 | — | 218 | 1414 | 1441 | 126 | 50 | 138 | 1494 | 737 | 894 |
| | 100.0 | 100.0 | 100.0 | 100.0 | — | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Which one* | | | | | | | | | | | | | | |
| You made a conscious choice and followed a definite plan | 586 | 586 | 490 | 96 | — | 86 | 500 | 523 | 34 | 20 | 40 | 546 | 313 | 272 |
| | 35.9 | 35.9 | 36.3 | 33.9 | — | 39.4 | 35.3 | 36.3 | 26.9 | 38.7 | 29.0 | 36.5 | 42.5 | 30.5 |
| You got started through a series of chance circumstances | 450 | 450 | 390 | 61 | — | 48 | 402 | 414 | 24 | 13 | 38 | 412 | 204 | 247 |
| | 27.6 | 27.6 | 28.9 | 21.4 | — | 21.9 | 28.5 | 28.7 | 18.8 | 25.0 | 27.4 | 27.6 | 27.6 | 27.6 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| You were influenced by your friends and associates | 197<br>12.1 | 197<br>12.1 | 160<br>11.8 | 38<br>13.3 | —<br>— | 33<br>15.2 | 164<br>11.6 | 169<br>11.7 | 19<br>15.3 | 6<br>11.8 | 23<br>17.0 | 174<br>11.6 | 78<br>10.6 | 120<br>13.4 |
| You were influenced by your parents and relatives | 182<br>11.2 | 182<br>11.2 | 138<br>10.3 | 44<br>15.5 | —<br>— | 34<br>15.4 | 148<br>10.5 | 165<br>11.5 | 13<br>10.4 | 4<br>7.8 | 8<br>5.7 | 174<br>11.7 | 67<br>9.0 | 115<br>12.9 |
| You took the only job that was available | 128<br>7.8 | 128<br>7.8 | 98<br>7.3 | 30<br>10.6 | —<br>— | 15<br>7.0 | 113<br>8.0 | 97<br>6.8 | 25<br>20.1 | 5<br>10.1 | 29<br>20.8 | 99<br>6.6 | 34<br>4.7 | 93<br>10.4 |
| You were influenced by a professional school, college, or career counselor | 48<br>2.9 | 48<br>2.9 | 38<br>2.8 | 10<br>3.4 | —<br>— | 2<br>1.0 | 46<br>3.2 | 42<br>2.9 | 4<br>3.5 | 1<br>2.4 | —<br>— | 48<br>3.2 | 25<br>3.4 | 23<br>2.6 |
| You were influenced by a counselor or job placement officer in the public job service or job training program | 23<br>1.4 | 23<br>1.4 | 19<br>1.4 | 3<br>1.2 | —<br>— | —<br>— | 23<br>1.6 | 14<br>1.0 | 6<br>5.0 | —<br>— | —<br>— | 23<br>1.5 | 14<br>1.9 | 9<br>1.0 |
| Other | 15<br>0.9 | 15<br>0.9 | 13<br>1.0 | 2<br>0.6 | —<br>— | —<br>— | 15<br>1.0 | 13<br>0.9 | —<br>— | 2<br>4.2 | —<br>— | 15<br>1.0 | 3<br>0.4 | 12<br>1.3 |
| Weighted base | 1631<br>100.0 | 1631<br>100.0 | 1349<br>100.0 | 282<br>100.0 | —<br>— | 218<br>100.0 | 1414<br>100.0 | 1441<br>100.0 | 126<br>100.0 | 50<br>100.0 | 138<br>100.0 | 1494<br>100.0 | 737<br>100.0 | 894<br>100.0 |
| Don't know/refused | 3<br>0.2 | 3<br>0.2 | 3<br>0.2 | —<br>— | —<br>— | —<br>— | 3<br>0.2 | 3<br>0.2 | —<br>— | —<br>— | —<br>— | 3<br>0.2 | —<br>— | 3<br>0.3 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.23 HOW LONG HAVE YOU BEEN EMPLOYED AT YOUR CURRENT JOB
BASED ON THOSE EMPLOYED

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 713 | 348 | 365 | 171 | 271 | 195 | 61 | 8 | 21 | 166 | 57 | 107 | 148 | 213 |
| Weighted base | 1631 | 850 | 782 | 270 | 687 | 479 | 157 | 19 | 84 | 495 | 177 | 177 | 253 | 444 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *How Long* | | | | | | | | | | | | | | |
| Less than one year | 207 | 109 | 97 | 106 | 73 | 25 | 3 | — | 11 | 64 | 23 | 24 | 47 | 37 |
| | 12.7 | 12.9 | 12.4 | 39.3 | 10.6 | 5.2 | 1.7 | — | 12.5 | 13.0 | 13.2 | 13.8 | 18.6 | 8.3 |
| 1 | 130 | 69 | 61 | 65 | 40 | 20 | 2 | 2 | 13 | 24 | 22 | 19 | 14 | 38 |
| | 8.0 | 8.1 | 7.9 | 24.1 | 5.8 | 4.3 | 1.4 | 11.6 | 15.2 | 4.9 | 12.4 | 11.0 | 5.7 | 8.5 |
| 2 | 158 | 74 | 84 | 28 | 87 | 39 | 5 | — | 5 | 35 | 13 | 29 | 20 | 55 |
| | 9.7 | 8.7 | 10.8 | 10.3 | 12.6 | 8.1 | 2.9 | — | 6.5 | 7.2 | 7.4 | 16.5 | 7.9 | 12.3 |
| 3 | 130 | 57 | 74 | 15 | 87 | 24 | 4 | — | 14 | 10 | 19 | 27 | 27 | 34 |
| | 8.0 | 6.7 | 9.4 | 5.7 | 12.7 | 5.0 | 2.6 | — | 16.1 | 2.0 | 10.5 | 15.5 | 10.6 | 7.7 |
| 4 | 69 | 27 | 42 | 21 | 35 | 8 | 4 | — | — | 22 | 3 | 3 | 12 | 28 |
| | 4.2 | 3.2 | 5.3 | 7.7 | 5.1 | 1.6 | 2.7 | — | — | 4.5 | 1.9 | 1.7 | 4.7 | 6.3 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | 111 | 42 | 69 | 11 | 62 | 29 | 8 | — | — | 39 | 18 | 9 | 20 | 26 |
| | 6.8 | 5.0 | 8.8 | 4.3 | 9.0 | 6.1 | 5.4 | — | — | 7.8 | 10.2 | 4.9 | 7.8 | 5.8 |
| 6 | 71 | 43 | 28 | 2 | 42 | 21 | 7 | — | 10 | 18 | 6 | 1 | 5 | 30 |
| | 4.4 | 5.1 | 3.6 | 0.8 | 6.0 | 4.3 | 4.5 | — | 12.3 | 3.7 | 3.6 | 0.8 | 1.8 | 6.8 |
| 7 | 78 | 46 | 33 | 11 | 35 | 28 | 4 | — | 2 | 30 | 6 | 13 | 10 | 18 |
| | 4.8 | 5.4 | 4.2 | 4.1 | 5.2 | 5.8 | 2.5 | — | 2.0 | 6.1 | 3.3 | 7.3 | 3.8 | 4.0 |
| 8 | 35 | 13 | 22 | 3 | 21 | 8 | — | — | — | 21 | 5 | 1 | 3 | 5 |
| | 2.2 | 1.6 | 2.8 | 1.1 | 3.0 | 1.6 | — | — | — | 4.3 | 2.6 | 0.8 | 1.0 | 1.2 |
| 9 | 48 | 26 | 21 | 2 | 25 | 17 | 4 | — | 3 | 18 | 9 | 7 | 2 | 8 |
| | 2.9 | 3.1 | 2.7 | 0.6 | 3.7 | 3.4 | 2.7 | — | 3.2 | 3.6 | 5.3 | 4.1 | 0.8 | 1.9 |
| 10 | 76 | 49 | 27 | — | 51 | 14 | 9 | — | 3 | 23 | 6 | — | 15 | 28 |
| | 4.7 | 5.8 | 3.5 | — | 7.4 | 3.0 | 5.6 | — | 3.9 | 4.7 | 3.2 | — | 6.1 | 6.4 |
| 11 | 28 | 15 | 12 | — | 22 | 2 | 4 | — | — | 11 | 5 | 2 | 3 | 6 |
| | 1.7 | 1.8 | 1.6 | — | 3.2 | 0.4 | 2.2 | — | — | 2.3 | 3.0 | 1.2 | 1.3 | 1.3 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.23 HOW LONG HAVE YOU BEEN EMPLOYED AT YOUR CURRENT JOB
BASED ON THOSE EMPLOYED

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Weighted base | 1631 | 850 | 782 | 270 | 687 | 479 | 157 | 19 | 84 | 495 | 177 | 177 | 253 | 444 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 12 | 49 | 19 | 30 | — | 17 | 24 | 6 | 1 | 8 | 14 | 2 | 5 | 9 | 11 |
| | 3.0 | 2.3 | 3.8 | — | 2.5 | 5.1 | 3.8 | 7.7 | 9.5 | 2.9 | 1.0 | 2.7 | 3.6 | 2.5 |
| 13 | 40 | 24 | 16 | 1 | 9 | 21 | 3 | 6 | — | 19 | — | 1 | 4 | 16 |
| | 2.5 | 2.8 | 2.1 | 0.5 | 1.4 | 4.4 | 1.7 | 29.4 | — | 3.8 | — | 0.8 | 1.6 | 3.6 |
| 14 | 17 | 7 | 10 | — | 16 | 2 | — | — | — | 3 | 3 | — | 6 | 5 |
| | 1.1 | 0.9 | 1.3 | — | 2.3 | 0.3 | — | — | — | 0.6 | 1.9 | — | 2.3 | 1.1 |
| 15 | 45 | 34 | 11 | — | 27 | 6 | 10 | 2 | — | 24 | — | 3 | 5 | 13 |
| | 2.8 | 4.0 | 1.4 | — | 3.9 | 1.3 | 6.4 | 10.7 | — | 4.9 | — | 1.6 | 2.1 | 2.8 |
| 16 | 21 | 13 | 8 | — | 7 | 4 | 6 | — | — | 3 | 1 | 3 | 1 | 13 |
| | 1.3 | 1.5 | 1.1 | — | 1.0 | 0.9 | 4.0 | — | — | 0.7 | 0.8 | 1.6 | 0.6 | 2.8 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 17 | 19 | 3 | 16 | — | 4 | 13 | 3 | — | — | 5 | 6 | 1 | 3 | 2 |
| | 1.2 | 0.4 | 2.0 | — | 0.5 | 2.7 | 1.8 | — | — | 1.0 | 3.4 | 0.6 | 1.3 | 0.5 |
| 18 | 26 | 11 | 15 | 2 | 8 | 12 | — | — | — | 7 | — | 9 | 5 | 5 |
| | 1.6 | 1.3 | 1.9 | 0.7 | 1.2 | 2.6 | — | — | — | 1.4 | — | 4.9 | 1.9 | 1.2 |
| 19 | 11 | 7 | 3 | — | 3 | 8 | — | — | — | — | 6 | — | 3 | 2 |
| | 0.7 | 0.9 | 0.4 | — | 0.4 | 1.7 | — | — | — | — | 3.5 | — | 1.0 | 0.4 |
| 20 | 39 | 23 | 16 | — | 6 | 28 | 5 | — | 4 | 18 | 6 | — | — | 11 |
| | 2.4 | 2.7 | 2.0 | — | 0.9 | 5.8 | 3.4 | — | 4.7 | 3.7 | 3.4 | — | — | 2.5 |
| 21-30 | 151 | 98 | 53 | 1 | 8 | 112 | 28 | 3 | 4 | 44 | 13 | 16 | 29 | 46 |
| | 9.3 | 11.5 | 6.8 | 0.5 | 1.1 | 23.3 | 17.8 | 15.9 | 4.7 | 8.8 | 7.5 | 8.9 | 11.4 | 10.4 |
| More than 30 | 70 | 37 | 32 | — | 4 | 15 | 42 | 5 | 8 | 40 | 3 | 2 | 11 | 5 |
| | 4.3 | 4.4 | 4.1 | — | 0.6 | 3.2 | 26.9 | 24.8 | 9.5 | 8.2 | 2.0 | 1.2 | 4.3 | 1.1 |
| None/don't know/ refused | 1 | 1 | — | 1 | — | — | — | — | — | — | — | — | — | 1 |
| | 0.1 | 0.1 | — | 0.4 | — | — | — | — | — | — | — | — | — | 0.2 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.23 HOW LONG HAVE YOU BEEN EMPLOYED AT YOUR CURRENT JOB
.BASED ON THOSE EMPLOYED

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All employed | Full-time | Part-time | Not employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 713 | 713 | 564 | 149 | — | 128 | 585 | 623 | 47 | 38 | 68 | 645 | 355 | 358 |
| Weighted base | 1631 | 1631 | 1349 | 282 | — | 218 | 1414 | 1441 | 126 | 50 | 138 | 1494 | 737 | 894 |
| | 100.0 | 100.0 | 100.0 | 100.0 | — | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *How Long* | | | | | | | | | | | | | | |
| Less than one year | 207 | 207 | 127 | 79 | — | 56 | 150 | 178 | 15 | 10 | 81 | 126 | 107 | 99 |
| | 12.7 | 12.7 | 9.4 | 28.0 | — | 25.9 | 10.6 | 12.4 | 12.3 | 19.1 | 58.5 | 8.4 | 14.6 | 11.1 |
| 1 | 130 | 130 | 88 | 42 | — | 32 | 98 | 108 | 13 | 7 | 34 | 96 | 81 | 49 |
| | 8.0 | 8.0 | 6.6 | 14.9 | — | 14.9 | 6.9 | 7.5 | 10.6 | 13.1 | 24.8 | 6.4 | 11.0 | 5.5 |
| 2 | 158 | 158 | 131 | 27 | — | 19 | 139 | 139 | 16 | 3 | 6 | 152 | 94 | 64 |
| | 9.7 | 9.7 | 9.7 | 9.5 | — | 8.7 | 9.8 | 9.6 | 12.7 | 6.6 | 4.3 | 10.2 | 12.7 | 7.2 |
| 3 | 130 | 130 | 112 | 19 | — | 31 | 99 | 110 | 11 | 7 | 5 | 125 | 63 | 67 |
| | 8.0 | 8.0 | 8.3 | 6.6 | — | 14.2 | 7.0 | 7.7 | 9.0 | 13.0 | 3.8 | 8.4 | 8.5 | 7.5 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 69 | 69 | 63 | 6 | — | 9 | 60 | 61 | 6 | 2 | 2 | 67 | 38 | 31 |
| | 4.2 | 4.2 | 4.7 | 2.0 | — | 3.9 | 4.3 | 4.2 | 4.4 | 4.1 | 1.5 | 4.5 | 5.2 | 3.4 |
| 5 | 111 | 111 | 93 | 18 | — | 25 | 86 | 101 | 4 | 6 | — | 111 | 56 | 55 |
| | 6.8 | 6.8 | 6.9 | 6.3 | — | 11.5 | 6.1 | 7.0 | 3.2 | 11.4 | — | 7.4 | 7.6 | 6.1 |
| 6 | 71 | 71 | 63 | 8 | — | 6 | 66 | 56 | 12 | 3 | 4 | 68 | 21 | 50 |
| | 4.4 | 4.4 | 4.7 | 3.0 | — | 2.6 | 4.7 | 3.9 | 9.5 | 6.2 | 2.6 | 4.5 | 2.9 | 5.6 |
| 7 | 78 | 78 | 63 | 16 | — | 2 | 76 | 73 | 1 | 4 | — | 78 | 30 | 49 |
| | 4.8 | 4.8 | 4.6 | 5.5 | — | 1.1 | 5.4 | 5.1 | 1.1 | 7.6 | — | 5.2 | 4.0 | 5.4 |
| 8 | 35 | 35 | 28 | 7 | — | 3 | 32 | 31 | 3 | 1 | — | 35 | 8 | 27 |
| | 2.2 | 2.2 | 2.1 | 2.6 | — | 1.3 | 2.3 | 2.1 | 2.2 | 2.9 | — | 2.4 | 1.1 | 3.0 |
| 9 | 48 | 48 | 44 | 4 | — | 2 | 46 | 41 | 6 | — | — | 48 | 12 | 35 |
| | 2.9 | 2.9 | 3.3 | 1.3 | — | 0.9 | 3.2 | 2.9 | 5.1 | — | — | 3.2 | 1.7 | 3.9 |
| 10 | 76 | 76 | 62 | 14 | — | 10 | 66 | 69 | 5 | 2 | 3 | 74 | 37 | 39 |
| | 4.7 | 4.7 | 4.6 | 5.0 | — | 4.6 | 4.7 | 4.8 | 4.0 | 4.4 | 1.9 | 4.9 | 5.1 | 4.3 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.23 HOW LONG HAVE YOU BEEN EMPLOYED AT YOUR CURRENT JOB
BASED ON THOSE EMPLOYED

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All employed | Full-time | Part-time | Not employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Weighted base | 1631 | 1631 | 1349 | 282 | — | 218 | 1414 | 1441 | 126 | 50 | 138 | 1494 | 737 | 894 |
| | 100.0 | 100.0 | 100.0 | 100.0 | — | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 11 | 28 | 28 | 23 | 5 | — | — | 28 | 24 | 2 | 2 | — | 28 | 12 | 16 |
| | 1.7 | 1.7 | 1.7 | 1.6 | — | — | 2.0 | 1.7 | 1.5 | 3.8 | — | 1.9 | 1.6 | 1.8 |
| 12 | 49 | 49 | 44 | 5 | — | 5 | 44 | 49 | — | — | 2 | 47 | 16 | 33 |
| | 3.0 | 3.0 | 3.2 | 1.9 | — | 2.1 | 3.1 | 3.4 | — | — | 1.1 | 3.2 | 2.1 | 3.7 |
| 13 | 40 | 40 | 34 | 6 | — | 1 | 39 | 33 | 6 | 1 | — | 40 | 16 | 24 |
| | 2.5 | 2.5 | 2.5 | 2.3 | — | 0.6 | 2.8 | 2.3 | 4.0 | 2.0 | — | 2.7 | 2.2 | 2.7 |
| 14 | 17 | 17 | 17 | — | — | — | 17 | 17 | — | — | — | 17 | 9 | 8 |
| | 1.1 | 1.1 | 1.3 | — | — | — | 1.2 | 1.2 | — | — | — | 1.2 | 1.2 | 0.9 |
| 15 | 45 | 45 | 38 | 7 | — | 3 | 42 | 42 | — | — | — | 45 | 17 | 28 |
| | 2.8 | 2.8 | 2.8 | 2.4 | — | 1.5 | 3.0 | 2.9 | — | — | — | 3.0 | 2.3 | 3.1 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 16 | 21 | 21 | 21 | — | — | — | 21 | 20 | 1 | — | — | 21 | 15 | 6 |
| | 1.3 | 1.3 | 1.6 | — | — | — | 1.5 | 1.4 | 1.1 | — | — | 1.4 | 2.1 | 0.7 |
| 17 | 19 | 19 | 19 | — | — | — | 19 | 19 | — | — | — | 19 | 13 | 6 |
| | 1.2 | 1.2 | 1.4 | — | — | — | 1.4 | 1.3 | — | — | — | 1.3 | 1.8 | 0.7 |
| 18 | 26 | 26 | 22 | 3 | — | 1 | 24 | 21 | 1 | — | 2 | 24 | 21 | 5 |
| | 1.6 | 1.6 | 1.7 | 1.2 | — | 0.6 | 1.7 | 1.5 | 0.8 | — | 1.4 | 1.6 | 2.8 | 0.6 |
| 19 | 11 | 11 | 10 | 1 | — | 8 | 3 | 6 | 5 | — | — | 11 | 5 | 6 |
| | 0.7 | 0.7 | 0.7 | 0.4 | — | 3.5 | 0.2 | 0.4 | 3.6 | — | — | 0.7 | 0.6 | 0.7 |
| 20 | 39 | 39 | 36 | 3 | — | 1 | 38 | 39 | — | — | — | 39 | 12 | 27 |
| | 2.4 | 2.4 | 2.6 | 1.2 | — | 0.5 | 2.7 | 2.7 | -- | — | — | 2.6 | 1.6 | 3.0 |
| 21–30 | 151 | 151 | 143 | 8 | — | 4 | 148 | 136 | 14 | 1 | — | 151 | 42 | 109 |
| | 9.3 | 9.3 | 10.6 | 2.9 | — | 1.6 | 10.5 | 9.5 | 11.2 | 2.0 | — | 10.1 | 5.7 | 12.2 |
| More than 30 | 70 | 70 | 67 | 3 | — | — | 70 | 65 | 3 | 1 | — | 70 | 11 | 59 |
| | 4.3 | 4.3 | 5.0 | 1.0 | — | — | 4.9 | 4.5 | 2.8 | 2.0 | — | 4.7 | 1.4 | 6.6 |
| None/don't know/ | 1 | 1 | — | 1 | — | — | 1 | — | — | 1 | — | 1 | 1 | — |
| refused | 0.1 | 0.1 | — | 0.4 | -- | — | 0.1 | — | — | 2.0 | — | 0.1 | 0.1 | — |

Q.24 I AM GOING TO READ YOU SOME OF THE AREAS TO WHICH THE PUBLIC HIGH SCHOOLS DEVOTE ATTENTION IN EDUCATING STUDENTS. AS I READ YOU THESE AREAS (*), ONE AT A TIME, PLEASE TELL ME WHETHER YOU FEEL THE HIGH SCHOOLS IN YOUR COMMUNITY DEVOTE TOO MUCH ATTENTION, NOT ENOUGH ATTENTION, OR ABOUT THE RIGHT AMOUNT OF ATTENTION TO THAT AREA (*)

BASED ON TOTAL RESPONDENTS

(*)A. HELPING STUDENTS CHOOSE THEIR CAREERS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527 | 1202 | 1325 | 414 | 836 | 568 | 332 | 346 | 364 | 753 | 269 | 231 | 355 | 550 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Attention* | | | | | | | | | | | | | | |
| Too much attention | 32 | 22 | 11 | 8 | 16 | 7 | 1 | — | — | 6 | 3 | 7 | 5 | 11 |
| | 1.3 | 1.8 | 0.8 | 1.9 | 1.9 | 1.2 | 0.3 | — | — | 0.8 | 1.0 | 3.2 | 1.5 | 2.0 |
| Not enough attention | 1286 | 613 | 673 | 239 | 470 | 303 | 128 | 136 | 152 | 388 | 128 | 128 | 203 | 285 |
| | 50.9 | 51.0 | 50.8 | 57.8 | 56.2 | 53.3 | 38.5 | 39.2 | 41.7 | 51.5 | 47.6 | 55.3 | 57.2 | 51.9 |
| About right amount of attention | 842 | 403 | 439 | 160 | 257 | 177 | 107 | 137 | 119 | 284 | 88 | 64 | 120 | 166 |
| | 33.3 | 33.5 | 33.1 | 38.5 | 30.7 | 31.2 | 32.1 | 39.7 | 32.7 | 37.8 | 32.7 | 27.9 | 33.8 | 30.2 |
| Dont know/refused | 367 | 164 | 203 | 7 | 93 | 81 | 97 | 73 | 93 | 75 | 50 | 31 | 26 | 88 |
| | 14.5 | 13.6 | 15.3 | 1.8 | 11.1 | 14.3 | 29.1 | 21.1 | 25.6 | 9.9 | 18.7 | 13.6 | 7.4 | 15.9 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.24 I AM GOING TO READ YOU SOME OF THE AREAS TO WHICH THE PUBLIC HIGH SCHOOLS DEVOTE ATTENTION IN EDUCATING STUDENTS. AS I READ YOU THESE AREAS (*), ONE AT A TIME, PLEASE TELL ME WHETHER YOU FEEL THE HIGH SCHOOLS IN YOUR COMMUNITY DEVOTE TOO MUCH ATTENTION, NOT ENOUGH ATTENTION, OR ABOUT THE RIGHT AMOUNT OF ATTENTION TO THAT AREA (*)

BASED ON TOTAL RESPONDENTS

(*)A. HELPING STUDENTS CHOOSE THEIR CAREERS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All employed | Full-time | Part-time | Not employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Attention* | | | | | | | | | | | | | | |
| Too much attention | 32 | 24 | 18 | 6 | 9 | 3 | 29 | 32 | — | — | 5 | 27 | 16 | 17 |
| | 1.3 | 1.4 | 1.3 | 2.0 | 1.0 | 0.9 | 1.3 | 1.5 | — | — | 2.1 | 1.2 | 1.6 | 1.1 |
| Not enough attention | 1286 | 891 | 743 | 148 | 394 | 227 | 1059 | 1059 | 162 | 49 | 138 | 1149 | 552 | 734 |
| | 50.9 | 54.6 | 55.1 | 52.3 | 44.0 | 66.0 | 48.5 | 49.1 | 62.4 | 57.3 | 58.9 | 50.1 | 56.4 | 47.4 |
| About right amount of attention | 842 | 532 | 440 | 92 | 310 | 97 | 745 | 744 | 71 | 24 | 60 | 781 | 295 | 546 |
| | 33.3 | 32.6 | 32.6 | 32.5 | 34.7 | 28.3 | 34.1 | 34.5 | 27.2 | 28.3 | 25.8 | 34.1 | 30.2 | 35.3 |
| Don't know/refused | 367 | 185 | 148 | 37 | 181 | 16 | 350 | 322 | 27 | 12 | 31 | 336 | 116 | 250 |
| | 14.5 | 11.4 | 11.0 | 13.2 | 20.3 | 4.8 | 16.0 | 14.9 | 10.4 | 14.4 | 13.1 | 14.7 | 11.9 | 16.2 |

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.24 I AM GOING TO READ YOU SOME OF THE AREAS TO WHICH THE PUBLIC HIGH SCHOOLS DEVOTE ATTENTION IN EDUCATING STUDENTS. AS I READ YOU THESE AREAS (*), ONE AT A TIME, PLEASE TELL ME WHETHER YOU FEEL THE HIGH SCHOOLS IN YOUR COMMUNITY DEVOTE TOO MUCH ATTENTION, NOT ENOUGH ATTENTION, OR ABOUT THE RIGHT AMOUNT OF ATTENTION TO THAT AREA (*)

BASED ON TOTAL RESPONDENTS

(*)B. HELPING STUDENTS WHO DO NOT GO TO COLLEGE DEVELOP SKILLS SO THEY CAN GET JOBS AFTER GRADUATION

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18-25 Years | 26-40 Years | 41-55 Years | 56-65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527 | 1202 | 1325 | 414 | 836 | 568 | 332 | 346 | 364 | 753 | 269 | 231 | 355 | 550 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Attention* | | | | | | | | | | | | | | |
| Too much attention | 31 | 22 | 9 | 7 | 8 | 5 | 4 | 8 | 8 | 13 | — | 2 | — | 8 |
| | 1.2 | 1.8 | 0.7 | 1.6 | 0.9 | 0.8 | 1.2 | 2.3 | 2.2 | 1.8 | — | 0.9 | — | 1.4 |
| Not enough attention | 1505 | 753 | 752 | 243 | 538 | 371 | 160 | 184 | 186 | 467 | 148 | 137 | 247 | 317 |
| | 59.6 | 62.6 | 56.8 | 58.6 | 64.3 | 65.3 | 48.1 | 53.2 | 51.1 | 62.0 | 55.1 | 59.5 | 69.4 | 57.7 |
| About right amount of attention | 669 | 294 | 375 | 145 | 211 | 121 | 89 | 93 | 87 | 202 | 87 | 69 | 86 | 139 |
| | 26.5 | 24.4 | 28.3 | 35.1 | 25.3 | 21.3 | 26.9 | 27.0 | 23.8 | 26.9 | 32.3 | 29.7 | 24.1 | 25.3 |
| Don't know/refused | 322 | 134 | 188 | 20 | 79 | 71 | 79 | 61 | 83 | 71 | 34 | 23 | 23 | 86 |
| | 12.7 | 11.1 | 14.2 | 4.7 | 9.5 | 12.6 | 23.9 | 17.5 | 22.9 | 9.4 | 12.5 | 9.9 | 6.5 | 15.6 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.24 I AM GOING TO READ YOU SOME OF THE AREAS TO WHICH THE PUBLIC HIGH SCHOOLS DEVOTE ATTENTION IN EDUCATING STUDENTS. AS I READ YOU THESE AREAS (*), ONE AT A TIME, PLEASE TELL ME WHETHER YOU FEEL THE HIGH SCHOOLS IN YOUR COMMUNITY DEVOTE TOO MUCH ATTENTION, NOT ENOUGH ATTENTION, OR ABOUT THE RIGHT AMOUNT OF ATTENTION TO THAT AREA (*)

BASED ON TOTAL RESPONDENTS

(*)B. HELPING STUDENTS WHO DO NOT GO TO COLLEGE DEVELOP SKILLS SO THEY CAN GET JOBS AFTER GRADUATION

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Attention* | | | | | | | | | | | | | | |
| Too much attention | 31 | 16 | 12 | 5 | 14 | 5 | 26 | 28 | 3 | — | 3 | 28 | 10 | 21 |
| | 1.2 | 1.0 | 0.9 | 1.6 | 1.6 | 1.3 | 1.2 | 1.3 | 1.0 | — | 1.1 | 1.2 | 1.0 | 1.4 |
| Not enough attention | 1505 | 993 | 824 | 169 | 510 | 225 | 1280 | 1244 | 188 | 54 | 147 | 1358 | 627 | 878 |
| | 59.6 | 60.9 | 61.1 | 60.0 | 57.1 | 65.4 | 58.6 | 57.7 | 72.5 | 63.0 | 63.1 | 59.2 | 64.0 | 56.8 |
| About right amount of attention | 669 | 452 | 380 | 72 | 217 | 95 | 574 | 603 | 49 | 17 | 57 | 612 | 267 | 402 |
| | 26.5 | 27.7 | 28.2 | 25.5 | 24.3 | 27.6 | 26.3 | 28.0 | 19.0 | 19.2 | 24.3 | 26.7 | 27.2 | 26.0 |
| Don't know/refused | 322 | 170 | 133 | 36 | 152 | 19 | 303 | 282 | 20 | 15 | 27 | 295 | 77 | 246 |
| | 12.7 | 10.4 | 9.9 | 12.9 | 17.0 | 5.6 | 13.9 | 13.1 | 7.5 | 17.8 | 11.5 | 12.9 | 7.8 | 15.9 |

Q.24 I AM GOING TO READ YOU SOME OF THE AREAS TO WHICH THE PUBLIC HIGH SCHOOLS DEVOTE ATTENTION IN EDUCATING STUDENTS. AS I READ YOU THESE AREAS (*), ONE AT A TIME, PLEASE TELL ME WHETHER YOU FEEL THE HIGH SCHOOLS IN YOUR COMMUNITY DEVOTE TOO MUCH ATTENTION, NOT ENOUGH ATTENTION, OR ABOUT THE RIGHT AMOUNT OF ATTENTION TO THAT AREA (*)

BASED ON TOTAL RESPONDENTS

(*)C. HELPING STUDENTS DEVELOP SKILLS IN IDENTIFYING JOBS THAT ARE OPEN IN THEIR COMMUNITIES

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18-25 Years | 26-40 Years | 41-55 Years | 56-65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527<br>100.0 | 1202<br>100.0 | 1325<br>100.0 | 414<br>100.0 | 836<br>100.0 | 568<br>100.0 | 332<br>100.0 | 346<br>100.0 | 364<br>100.0 | 753<br>100.0 | 269<br>100.0 | 231<br>100.0 | 355<br>100.0 | 550<br>100.0 |
| *Attention* | | | | | | | | | | | | | | |
| Too much attention | 15<br>0.6 | 11<br>0.9 | 3<br>0.3 | 6<br>1.4 | 2<br>0.2 | 5<br>0.9 | 2<br>0.7 | —<br>— | —<br>— | 8<br>1.1 | 2<br>0.8 | 1<br>0.5 | 3<br>0.9 | —<br>— |
| Not enough attention | 1360<br>53.8 | 637<br>53.0 | 722<br>54.5 | 241<br>58.1 | 484<br>57.9 | 311<br>54.8 | 147<br>44.2 | 165<br>47.6 | 140<br>38.6 | 443<br>58.8 | 110<br>41.1 | 131<br>56.6 | 221<br>62.1 | 313<br>56.9 |
| About right amount of attention | 768<br>30.4 | 391<br>32.5 | 377<br>28.5 | 147<br>35.5 | 256<br>30.7 | 162<br>28.5 | 82<br>24.6 | 115<br>33.[illegible] | 133<br>36.5 | 207<br>27.5 | 119<br>44.2 | 64<br>27.9 | 100<br>28.2 | 144<br>26.1 |
| Don't know/refused | 385<br>15.2 | 163<br>13.6 | 222<br>16.7 | 21<br>5.0 | 94<br>11.2 | 90<br>15.8 | 102<br>30.6 | 66<br>19.0 | 91<br>24.9 | 95<br>12.6 | 37<br>13.9 | 35<br>15.0 | 31<br>8.8 | 93<br>16.9 |

*** 403043 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION INC
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.24 I AM GOING TO READ YOU SOME OF THE AREAS TO WHICH THE PUBLIC HIGH SCHOOLS DEVOTE ATTENTION IN EDUCATING STUDENTS. AS I READ YOU THESE AREAS (*), ONE AT A TIME, PLEASE TELL ME WHETHER YOU FEEL THE HIGH SCHOOLS IN YOUR COMMUNITY DEVOTE TOO MUCH ATTENTION, NOT ENOUGH ATTENTION, OR ABOUT THE RIGHT AMOUNT OF ATTENTION TO THAT AREA (*)

BASED ON TOTAL RESPONDENTS

(*)C HELPING STUDENTS DEVELOP SKILLS IN IDENTIFYING JOBS THAT ARE OPEN IN THEIR COMMUNITIES

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career develop-ment person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Attention* | | | | | | | | | | | | | | |
| Too much attention | 15 | 5 | 4 | 1 | 10 | 3 | 12 | 10 | 1 | 3 | 1 | 13 | 4 | 10 |
| | 0.6 | 0.3 | 0.3 | 0.4 | 1.1 | 0.9 | 0.5 | 0.5 | 0.5 | 3.7 | 0.6 | 0.6 | 0.5 | 0.7 |
| Not enough attention | 1360 | 937 | 797 | 140 | 421 | 229 | 1131 | 1147 | 148 | 53 | 129 | 1230 | 553 | 806 |
| | 53.8 | 57.4 | 59.0 | 49.6 | 47.1 | 66.7 | 51.8 | 53.2 | 57.0 | 61.4 | 55.3 | 53.7 | 56.5 | 52.1 |
| About right amount of attention | 768 | 491 | 387 | 104 | 277 | 95 | 672 | 659 | 85 | 17 | 63 | 705 | 307 | 460 |
| | 30.4 | 30.1 | 28.7 | 36.8 | 30.9 | 27.7 | 30.8 | 30.5 | 32.8 | 20.1 | 26.8 | 30.7 | 31.4 | 29.8 |
| Don't know/refused | 385 | 199 | 161 | 37 | 186 | 16 | 369 | 342 | 25 | 13 | 41 | 344 | 115 | 270 |
| | 15.2 | 12.2 | 12.0 | 13.2 | 20.8 | 4.7 | 16.9 | 15.8 | 9.8 | 14.8 | 17.4 | 15.0 | 11.7 | 17.5 |

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.24 I AM GOING TO READ YOU SOME OF THE AREAS TO WHICH THE PUBLIC HIGH SCHOOLS DEVOTE ATTENTION IN EDUCATING STUDENTS. AS I READ YOU THESE AREAS (*), ONE AT A TIME, PLEASE TELL ME WHETHER YOU FEEL THE HIGH SCHOOLS IN YOUR COMMUNITY DEVOTE TOO MUCH ATTENTION, NOT ENOUGH ATTENTION, OR ABOUT THE RIGHT AMOUNT OF ATTENTION TO THAT AREA (*)
BASED ON TOTAL RESPONDENTS

(*)D. PLACING STUDENTS WHO HAVE DROPPED OUT OR GRADUATED INTO JOBS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527 | 1202 | 1325 | 414 | 836 | 568 | 332 | 346 | 364 | 753 | 269 | 231 | 355 | 550 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Attention* | | | | | | | | | | | | | | |
| Too much | 33 | 23 | 10 | 5 | 16 | 3 | — | 6 | 7 | 14 | — | 2 | 5 | 4 |
| attention | 1.3 | 1.9 | 0.8 | 1.1 | 2.0 | 0.6 | — | 1.8 | 2.0 | 1.9 | — | 0.9 | 1.5 | 0.8 |
| Not enough | 1619 | 771 | 849 | 304 | 600 | 382 | 149 | 176 | 171 | 488 | 174 | 167 | 266 | 352 |
| attention | 64.1 | 64.1 | 64.1 | 73.4 | 71.8 | 67.3 | 44.8 | 50.7 | 46.9 | 64.9 | 64.7 | 72.5 | 74.9 | 63.9 |
| About right | 398 | 189 | 209 | 74 | 99 | 81 | 64 | 76 | 91 | 115 | 51 | 24 | 38 | 79 |
| amount of | 15.8 | 15.7 | 15.8 | 17.9 | 11.8 | 14.3 | 19.2 | 22.0 | 24.9 | 15.2 | 19.1 | 10.5 | 10.7 | 14.3 |
| attention | | | | | | | | | | | | | | |
| Don't know/refused | 476 | 220 | 257 | 31 | 121 | 101 | 119 | 88 | 95 | 136 | 44 | 37 | 46 | 115 |
| | 18.9 | 18.3 | 19.4 | 7.6 | 14.5 | 17.8 | 36.0 | 25.4 | 26.2 | 18.0 | 16.2 | 16.2 | 12.9 | 21.0 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.24 I AM GOING TO READ YOU SOME OF THE AREAS TO WHICH THE PUBLIC HIGH SCHOOLS DEVOTE ATTENTION IN EDUCATING STUDENTS. AS I READ YOU THESE AREAS (*), ONE AT A TIME, PLEASE TELL ME WHETHER YOU FEEL THE HIGH SCHOOLS IN YOUR COMMUNITY DEVOTE TOO MUCH ATTENTION, NOT ENOUGH ATTENTION, OR ABOUT THE RIGHT AMOUNT OF ATTENTION TO THAT AREA (*)
BASED ON TOTAL RESPONDENTS

(*)D. PLACING STUDENTS WHO HAVE DROPPED OUT OR GRADUATED INTO JOBS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career develop- ment person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Attention* | | | | | | | | | | | | | | |
| Too much attention | 33 | 24 | 20 | 4 | 9 | 8 | 25 | 30 | — | — | 3 | 30 | 12 | 21 |
| | 1.3 | 1.4 | 1.5 | 1.2 | 1.1 | 2.3 | 1.2 | 1.4 | — | — | 1.1 | 1.3 | 1.3 | 1.3 |
| Not enough attention | 1619 | 1110 | 921 | 189 | 508 | 269 | 1350 | 1380 | 175 | 51 | 170 | 1449 | 690 | 930 |
| | 64.1 | 68.0 | 68.3 | 66.8 | 56.8 | 78.3 | 61.8 | 64.0 | 67.5 | 59.4 | 72.8 | 63.2 | 70.4 | 60.1 |
| About right amount of attention | 398 | 230 | 192 | 37 | 169 | 44 | 354 | 330 | 54 | 12 | 24 | 374 | 133 | 265 |
| | 15.8 | 14.1 | 14.3 | 13.2 | 18.9 | 12.8 | 16.2 | 15.3 | 20.8 | 14.1 | 10.2 | 16.3 | 13.6 | 17.1 |
| Don't know/refused | 476 | 269 | 216 | 53 | 208 | 23 | 453 | 418 | 30 | 23 | 37 | 439 | 145 | 332 |
| | 18.9 | 16.5 | 16.0 | 18.7 | 23.3 | 6.7 | 20.8 | 19.4 | 11.7 | 26.5 | 15.8 | 19.2 | 14.8 | 21.4 |

Q.24 I AM GOING TO READ YOU SOME OF THE AREAS TO WHICH THE PUBLIC HIGH SCHOOLS DEVOTE ATTENTION IN EDUCATING STUDENTS. AS I READ YOU THESE AREAS (*), ONE AT A TIME, PLEASE TELL ME WHETHER YOU FEEL THE HIGH SCHOOLS IN YOUR COMMUNITY DEVOTE TOO MUCH ATTENTION, NOT ENOUGH ATTENTION, OR ABOUT THE RIGHT AMOUNT OF ATTENTION TO THAT AREA (*)
BASED ON TOTAL RESPONDENTS

(*)E. HELPING STUDENTS LEARN HOW TO USE OCCUPATIONAL INFORMATION ABOUT SALARY AND WORKING CONDITIONS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527<br>100.0 | 1202<br>100.0 | 1325<br>100.0 | 414<br>100.0 | 836<br>100.0 | 568<br>100.0 | 332<br>100.0 | 346<br>100.0 | 364<br>100.0 | 753<br>100.0 | 269<br>100.0 | 231<br>100.0 | 355<br>100.0 | 550<br>100.0 |
| *Attention* | | | | | | | | | | | | | | |
| Too much attention | 30<br>1.2 | 24<br>2.0 | 6<br>0.5 | 9<br>2.1 | 12<br>1.5 | 2<br>0.3 | 5<br>1.5 | 2<br>0.6 | —<br>— | 16<br>2.1 | 7<br>2.6 | 4<br>1.6 | 1<br>0.3 | 2<br>0.3 |
| Not enough attention | 1431<br>56.6 | 706<br>58.8 | 725<br>54.7 | 263<br>63.4 | 530<br>63.4 | 349<br>61.5 | 145<br>43.6 | 131<br>37.9 | 141<br>38.7 | 417<br>55.4 | 153<br>56.8 | 135<br>58.7 | 245<br>69.1 | 339<br>61.6 |
| About right amount of attention | 649<br>25.7 | 296<br>24.6 | 353<br>26.7 | 131<br>31.5 | 181<br>21.6 | 144<br>25.3 | 81<br>24.4 | 108<br>31.2 | 124<br>34.0 | 216<br>28.7 | 70<br>26.2 | 59<br>25.7 | 76<br>21.3 | 103<br>18.7 |
| Don't know/refused | 417<br>16.5 | 176<br>14.7 | 240<br>18.2 | 12<br>3.0 | 113<br>13.5 | 73<br>12.9 | 101<br>30.5 | 105<br>30.4 | 99<br>27.3 | 104<br>13.8 | 39<br>14.4 | 32<br>14.0 | 33<br>9.3 | 106<br>19.3 |

Q.24 I AM GOING TO READ YOU SOME OF THE AREAS TO WHICH THE PUBLIC HIGH SCHOOLS DEVOTE ATTENTION IN EDUCATING STUDENTS. AS I READ YOU THESE AREAS (*), ONE AT A TIME, PLEASE TELL ME WHETHER YOU FEEL THE HIGH SCHOOLS IN YOUR COMMUNITY DEVOTE TOO MUCH ATTENTION, NOT ENOUGH ATTENTION, OR ABOUT THE RIGHT AMOUNT OF ATTENTION TO THAT AREA (*)
BASED ON TOTAL RESPONDENTS
(*)E. HELPING STUDENTS LEARN HOW TO USE OCCUPATIONAL INFORMATION ABOUT SALARY AND WORKING CONDITIONS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career develop- ment person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Attention* | | | | | | | | | | | | | | |
| Too much attention | 30 | 9 | 9 | — | 20 | 7 | 23 | 17 | 11 | 1 | 10 | 20 | 12 | 18 |
| | 1.2 | 0.6 | 0.7 | — | 2.3 | 2.0 | 1.0 | 0.8 | 4.3 | 1.4 | 4.3 | 0.9 | 1.2 | 1.1 |
| Not enough attention | 1431 | 1017 | 851 | 166 | 413 | 228 | 1203 | 1226 | 135 | 53 | 143 | 1288 | 632 | 799 |
| | 56.6 | 62.3 | 63.1 | 58.7 | 46.2 | 66.5 | 55.1 | 56.8 | 52.2 | 61.3 | 61.2 | 56.2 | 64.5 | 51.7 |
| About right amount of attention | 649 | 385 | 307 | 78 | 264 | 87 | 562 | 549 | 82 | 17 | 53 | 596 | 235 | 414 |
| | 25.7 | 23.6 | 22.8 | 27.4 | 29.6 | 25.3 | 25.8 | 25.4 | 31.7 | 20.1 | 22.8 | 26.0 | 24.0 | 26.8 |
| Don't know/refused | 417 | 220 | 181 | 39 | 196 | 21 | 396 | 366 | 31 | 15 | 27 | 389 | 101 | 316 |
| | 16.5 | 13.5 | 13.4 | 13.9 | 22.0 | 6.2 | 18.1 | 17.0 | 11.8 | 17.2 | 11.8 | 7.0 | 10.3 | 20.4 |

Q.24 I AM GOING TO READ YOU SOME OF THE AREAS TO WHICH THE PUBLIC HIGH SCHOOLS DEVOTE ATTENTION IN EDUCATING STUDENTS. AS I READ YOU THESE AREAS (*), ONE AT A TIME, PLEASE TELL ME WHETHER YOU FEEL THE HIGH SCHOOLS IN YOUR COMMUNITY DEVOTE TOO MUCH ATTENTION, NOT ENOUGH ATTENTION, OR ABOUT THE RIGHT AMOUNT OF ATTENTION TO THAT AREA (*)

BASED ON TOTAL RESPONDENTS

(*)F. HELPING STUDENTS DEVELOP THE SKILLS THEY NEED TO GET JOBS SUCH AS JOB INTERVIEWING TECHNIQUES

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527 | 1202 | 1325 | 414 | 836 | 568 | 332 | 346 | 364 | 753 | 269 | 231 | 355 | 550 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Attention* | | | | | | | | | | | | | | |
| Too much attention | 20 | 14 | 6 | 4 | 12 | 2 | 2 | — | — | 8 | 7 | 1 | 1 | 3 |
| | 0.8 | 1.2 | 0.4 | 0.9 | 1.5 | 0.3 | 0.7 | — | — | 1.1 | 2.6 | 0.4 | 0.3 | 0.5 |
| Not enough attention | 1450 | 663 | 786 | 258 | 503 | 336 | 160 | 178 | 174 | 418 | 139 | 132 | 243 | 342 |
| | 57.4 | 55.2 | 59.4 | 62.4 | 60.2 | 59.2 | 48.3 | 51.5 | 47.9 | 55.6 | 51.6 | 57.3 | 68.4 | 62.1 |
| About right amount of attention | 697 | 377 | 320 | 136 | 202 | 165 | 74 | 113 | 123 | 252 | 78 | 58 | 74 | 111 |
| | 27.6 | 31.3 | 24.1 | 32.8 | 24.2 | 29.1 | 22.4 | 32.8 | 33.7 | 33.5 | 29.0 | 25.0 | 20.8 | 20.3 |
| Don't know/refused | 361 | 148 | 213 | 16 | 118 | 65 | 95 | 55 | 67 | 74 | 45 | 40 | 37 | 94 |
| | 14.3 | 12.3 | 16.1 | 3.9 | 14.2 | 11.4 | 28.6 | 15.8 | 18.3 | 9.9 | 16.8 | 17.3 | 10.5 | 17.1 |

Q.24 I AM GOING TO READ YOU SOME OF THE AREAS TO WHICH THE PUBLIC HIGH SCHOOLS DEVOTE ATTENTION IN EDUCATING STUDENTS. AS I READ YOU THESE AREAS (*), ONE AT A TIME, PLEASE TELL ME WHETHER YOU FEEL THE HIGH SCHOOLS IN YOUR COMMUNITY DEVOTE TOO MUCH ATTENTION, NOT ENOUGH ATTENTION, OR ABOUT THE RIGHT AMOUNT OF ATTENTION TO THAT AREA (*)

BASED ON TOTAL RESPONDENTS

(*)F. HELPING STUDENTS DEVELOP THE SKILLS THEY NEED TO GET JOBS SUCH AS JOB INTERVIEWING TECHNIQUES

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All employed | Full-time | Part-time | Not employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Attention* | | | | | | | | | | | | | | |
| Too much attention | 20 | 10 | 9 | 1 | 9 | 7 | 13 | 11 | 8 | — | 12 | 7 | 15 | 4 |
| | 0.8 | 0.6 | 0.7 | 0.4 | 1.1 | 2.0 | 0.6 | 0.5 | 3.2 | — | 5.3 | 0.3 | 1.6 | 0.3 |
| Not enough attention | 1450 | 944 | 784 | 160 | 504 | 232 | 1218 | 1227 | 149 | 55 | 144 | 1305 | 595 | 855 |
| | 57.4 | 57.9 | 58.1 | 56.6 | 56.4 | 67.5 | 55.8 | 56.9 | 57.7 | 63.2 | 61.8 | 56.9 | 60.7 | 55.3 |
| About right amount of attention | 697 | 463 | 389 | 74 | 234 | 88 | 609 | 600 | 81 | 15 | 44 | 653 | 246 | 451 |
| | 27.6 | 28.4 | 28.8 | 26.2 | 26.1 | 25.6 | 27.9 | 27.8 | 31.4 | 17.7 | 18.7 | 28.5 | 25.1 | 29.1 |
| Don't know/refused | 361 | 214 | 166 | 47 | 147 | 17 | 344 | 319 | 20 | 17 | 33 | 328 | 124 | 237 |
| | 14.3 | 13.1 | 12.3 | 16.8 | 16.5 | 4.8 | 15.8 | 14.8 | 7.7 | 19.1 | 14.2 | 14.3 | 12.6 | 15.3 |

Q.24 I AM GOING TO READ YOU SOME OF THE AREAS TO WHICH THE PUBLIC HIGH SCHOOLS DEVOTE ATTENTION IN EDUCATING STUDENTS. AS I READ YOU THESE AREAS (*), ONE AT A TIME, PLEASE TELL ME WHETHER YOU FEEL THE HIGH SCHOOLS IN YOUR COMMUNITY DEVOTE TOO MUCH ATTENTION, NOT ENOUGH ATTENTION, OR ABOUT THE RIGHT AMOUNT OF ATTENTION TO THAT AREA (*)

BASED ON TOTAL RESPONDENTS

(*)G. PREPARING STUDENTS FOR COLLEGE

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527 | 1202 | 1325 | 414 | 836 | 568 | 332 | 346 | 364 | 753 | 269 | 231 | 355 | 550 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Attention* | | | | | | | | | | | | | | |
| Too much attention | 93 | 38 | 55 | 24 | 17 | 15 | 17 | 21 | 12 | 32 | 6 | 7 | 13 | 25 |
| | 3.7 | 3.2 | 4.2 | 5.7 | 2.0 | 2.7 | 5.0 | 6.1 | 3.2 | 4.2 | 2.1 | 2.9 | 3.5 | 4.5 |
| Not enough attention | 934 | 433 | 501 | 164 | 320 | 191 | 105 | 147 | 154 | 284 | 102 | 84 | 135 | 174 |
| | 37.0 | 36.0 | 37.8 | 39.7 | 38.2 | 33.7 | 31.6 | 42.4 | 42.3 | 37.7 | 37.9 | 36.5 | 38.0 | 31.7 |
| About right amount of attention | 1217 | 609 | 608 | 216 | 420 | 300 | 145 | 128 | 126 | 382 | 121 | 122 | 184 | 281 |
| | 48.2 | 50.6 | 45.9 | 52.1 | 50.2 | 52.8 | 43.6 | 37.0 | 34.7 | 50.7 | 45.2 | 52.7 | 51.9 | 51.1 |
| Don't know/refused | 283 | 123 | 160 | 10 | 80 | 62 | 66 | 50 | 72 | 56 | 40 | 18 | 23 | 70 |
| | 11.2 | 10.2 | 12.1 | 2.5 | 9.5 | 10.9 | 19.8 | 14.6 | 19.9 | 7.4 | 14.9 | 7.9 | 6.6 | 12.7 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.24 I AM GOING TO READ YOU SOME OF THE AREAS TO WHICH THE PUBLIC HIGH SCHOOLS DEVOTE ATTENTION IN EDUCATING STUDENTS. AS I READ YOU THESE AREAS (*), ONE AT A TIME, PLEASE TELL ME WHETHER YOU FEEL THE HIGH SCHOOLS IN YOUR COMMUNITY DEVOTE TOO MUCH ATTENTION, NOT ENOUGH ATTENTION, OR ABOUT THE RIGHT AMOUNT OF ATTENTION TO THAT AREA (*)
BASED ON TOTAL RESPONDENTS

(*)G. PREPARING STUDENTS FOR COLLEGE

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All employed | Full-time | Part-time | Not employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527<br>100.0 | 1631<br>100.0 | 1349<br>100.0 | 282<br>100.0 | 894<br>100.0 | 343<br>100.0 | 2183<br>100.0 | 2157<br>100.0 | 259<br>100.0 | 86<br>100.0 | 234<br>100.0 | 2293<br>100.0 | 980<br>100.0 | 1547<br>100.0 |
| *Attention* | | | | | | | | | | | | | | |
| Too much attention | 93<br>3.7 | 62<br>3.8 | 52<br>3.8 | 10<br>3.6 | 32<br>3.5 | 10<br>2.8 | 84<br>3.8 | 85<br>4.0 | 6<br>2.3 | 2<br>2.3 | 1<br>0.6 | 92<br>4.0 | 44<br>4.5 | 49<br>3.2 |
| Not enough attention | 934<br>37.0 | 588<br>36.0 | 474<br>35.1 | 114<br>40.3 | 346<br>38.7 | 148<br>43.2 | 786<br>36.0 | 771<br>35.7 | 120<br>46.2 | 39<br>44.7 | 103<br>44.0 | 831<br>36.3 | 350<br>35.7 | 585<br>37.8 |
| About right amount of attention | 1217<br>48.2 | 835<br>51.2 | 702<br>52.0 | 133<br>47.0 | 381<br>42.6 | 174<br>50.6 | 1043<br>47.8 | 1065<br>49.4 | 106<br>40.8 | 37<br>42.9 | 98<br>41.8 | 1119<br>48.8 | 494<br>50.4 | 723<br>46.7 |
| Don't know/refused | 283<br>11.2 | 147<br>9.0 | 122<br>9.0 | 26<br>9.1 | 135<br>15.1 | 12<br>3.4 | 271<br>12.4 | 236<br>10.9 | 28<br>10.7 | 9<br>10.0 | 32<br>13.6 | 251<br>10.9 | 92<br>9.4 | 191<br>12.3 |

Q.D1 WHICH OF THE FOLLOWING REPRESENTS THE HIGHEST LEVEL OF FORMAL EDUCATION YOU HAVE HAD
BASED ON TOTAL RESPONDENTS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527<br>100.0 | 1202<br>100.0 | 1325<br>100.0 | 414<br>100.0 | 836<br>100.0 | 568<br>100.0 | 332<br>100.0 | 346<br>100.0 | 364<br>100.0 | 753<br>100.0 | 269<br>100.0 | 231<br>100.0 | 355<br>100.0 | 550<br>100.0 |
| *Grade* | | | | | | | | | | | | | | |
| Less than a high school graduate | 364<br>14.4 | 170<br>14.1 | 194<br>14.7 | 64<br>15.3 | 37<br>4.4 | 44<br>7.8 | 62<br>18.7 | 155<br>44.9 | 364<br>100.0 | —<br>— | —<br>— | —<br>— | —<br>— | —<br>— |
| High school graduate | 753<br>29.8 | 329<br>27.3 | 424<br>32.0 | 114<br>27.4 | 242<br>28.9 | 172<br>30.3 | 123<br>37.1 | 93<br>26.9 | —<br>— | 753<br>100.0 | —<br>— | —<br>— | —<br>— | —<br>— |
| Post high school vocational training less than two years | 269<br>10.6 | 131<br>10.9 | 137<br>10.4 | 43<br>10.4 | 112<br>13.4 | 69<br>12.2 | 31<br>9.2 | 14<br>3.9 | —<br>— | —<br>— | 269<br>100.0 | —<br>— | —<br>— | —<br>— |
| Community college or two year post-secondary vocational school graduate | 231<br>9.1 | 95<br>7.9 | 136<br>10.3 | 42<br>10.2 | 99<br>11.8 | 54<br>9.5 | 14<br>4.1 | 15<br>4.4 | —<br>— | —<br>— | —<br>— | 231<br>100.0 | —<br>— | —<br>— |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Some four year college/ university education but did not graduate | 355 | 185 | 170 | 108 | 116 | 71 | 32 | 28 | — | — | — | — | 355 | — |
| | 14.1 | 15.4 | 12.9 | 26.0 | 13.9 | 12.5 | 9.6 | 8.2 | — | — | — | — | 100.0 | — |
| Four year college/ university graduate | 258 | 127 | 130 | 28 | 143 | 46 | 17 | 16 | — | — | — | — | — | 258 |
| | 10.2 | 10.6 | 9.8 | 6.9 | 17.1 | 8.1 | 5.1 | 4.7 | — | — | — | — | — | 46.9 |
| Four year college/ university graduate plus more | 292 | 164 | 128 | 15 | 88 | 111 | 49 | 24 | — | — | — | — | — | 292 |
| | 11.6 | 13.6 | 9.7 | 3.6 | 10.6 | 19.6 | 14.8 | 7.1 | — | — | — | — | — | 53.1 |
| Don't know/refused | 6 | 2 | 4 | 1 | — | — | 5 | — | — | — | — | — | — | — |
| | 0.2 | 0.1 | 0.3 | 0.3 | — | — | 1.5 | — | — | — | — | — | — | — |

Q.D1 WHICH OF THE FOLLOWING REPRESENTS THE HIGHEST LEVEL OF FORMAL EDUCATION YOU HAVE HAD
BASED ON TOTAL RESPONDENTS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All Employed | Full-time | Part-time | Not Employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527<br>100.0 | 1631<br>100.0 | 1349<br>100.0 | 282<br>100.0 | 894<br>100.0 | 343<br>100.0 | 2183<br>100.0 | 2157<br>100.0 | 259<br>100.0 | 86<br>100.0 | 234<br>100.0 | 2293<br>100.0 | 980<br>100.0 | 1547<br>100.0 |
| *Grade* | | | | | | | | | | | | | | |
| Less than a high school graduate | 364<br>14.4 | 84<br>5.2 | 60<br>4.4 | 24<br>8.7 | 280<br>31.3 | 31<br>9.0 | 333<br>15.3 | 284<br>13.2 | 60<br>23.3 | 18<br>20.4 | 20<br>8.6 | 344<br>15.0 | 24<br>2.4 | 340<br>22.0 |
| High school graduate | 753<br>29.8 | 495<br>30.3 | 421<br>31.2 | 73<br>25.9 | 258<br>28.9 | 29<br>8.4 | 724<br>33.2 | 663<br>30.7 | 74<br>28.4 | 15<br>17.6 | 52<br>22.1 | 701<br>30.6 | 165<br>16.8 | 588<br>38.0 |
| Post high school vocational training less than two years | 269<br>10.6 | 177<br>10.9 | 159<br>11.8 | 18<br>6.4 | 91<br>10.2 | 40<br>11.5 | 229<br>10.5 | 221<br>10.2 | 37<br>14.2 | 8<br>9.7 | 42<br>18.0 | 227<br>9.9 | 151<br>15.5 | 117<br>7.6 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Community college or two year post-secondary vocational school graduate | 231<br>9.1 | 177<br>10.8 | 135<br>10.0 | 42<br>14.7 | 54<br>6.1 | 41<br>11.8 | 190<br>8.7 | 203<br>9.4 | 16<br>6.0 | 8<br>9.8 | 16<br>6.7 | 215<br>9.4 | 123<br>12.6 | 107<br>6.9 |
| Some four year college/ university education but did not graduate | 355<br>14.1 | 253<br>15.5 | 194<br>14.4 | 59<br>20.8 | 100<br>11.2 | 119<br>34.8 | 236<br>10.8 | 289<br>13.4 | 44<br>17.0 | 15<br>17.5 | 46<br>19.6 | 309<br>13.5 | 174<br>17.8 | 181<br>11.7 |
| Four year college/ university graduate | 258<br>10.2 | 214<br>13.1 | 175<br>3.0 | 39<br>13.8 | 44<br>4.9 | 35<br>10.1 | 223<br>10.2 | 224<br>10.4 | 19<br>7.5 | 9<br>10.2 | 35<br>15.0 | 223<br>9.7 | 159<br>16.2 | 98<br>6.4 |
| Four year college/ university graduate plus more | 292<br>11.6 | 230<br>14.1 | 202<br>15.0 | 28<br>9.7 | 62<br>7.0 | 50<br>14.4 | 243<br>11.1 | 270<br>12.5 | 9<br>3.7 | 13<br>14.8 | 22<br>9.5 | 270<br>11.8 | 181<br>18.5 | 111<br>7.2 |
| Don't know/refused | 6<br>0.2 | 2<br>0.1 | 2<br>0.1 | —<br>— | 4<br>0.5 | —<br>— | 6<br>0.3 | 3<br>0.1 | —<br>— | —<br>— | 1<br>0.5 | 5<br>0.2 | 1<br>0.1 | 5<br>0.3 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.D2 ARE YOU, YOURSELF, OF HISPANIC ORIGIN OR DESCENT, SUCH AS MEXICAN, PUERTO RICAN, CUBAN, OR OTHER SPANISH BACKGROUND BASED ON TOTAL RESPONDENTS
BASED ON TOTAL RESPONDENTS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18–25 Years | 26–40 Years | 41–55 Years | 56–65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | .211 | 266 |
| Weighted base | 2527 | 1202 | 1325 | 414 | 836 | 568 | 332 | 346 | 364 | 753 | 269 | 231 | 355 | 550 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Hispanic origin* | | | | | | | | | | | | | | |
| Yes | 114 | 47 | 67 | 23 | 59 | 8 | 12 | 8 | 38 | 27 | 7 | 12 | 9 | 21 |
| | 4.5 | 3.9 | 5.1 | 5.6 | 7.1 | 1.4 | 3.7 | 2.3 | 10.5 | 3.6 | 2.6 | 5.3 | 2.5 | 3.9 |
| No | 2388 | 1148 | 1240 | 388 | 777 | 557 | 315 | 324 | 312 | 725 | 262 | 219 | 343 | 525 |
| | 94.5 | 95.5 | 93.6 | 93.7 | 92.9 | 98.0 | 95.0 | 93.7 | 85.7 | 96.3 | 97.4 | 94.7 | 96.6 | 95.6 |
| Don't know/refused | 24 | 7 | 17 | 3 | — | 3 | 4 | 14 | 14 | 1 | — | — | 3 | 3 |
| | 1.0 | 0.6 | 1.3 | 0.7 | — | 0.6 | 1.3 | 4.0 | 3.8 | 0.1 | — | — | 0.9 | 0.6 |

*** 403048 NATIONAL CAREER DEVELOPMENT ASSOCIATION ***

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.D2 ARE YOU, YOURSELF, OF HISPANIC ORIGIN OR DESCENT, SUCH AS MEXICAN, PUERTO RICAN, CUBAN, OR OTHER SPANISH BACKGROUND
BASED ON TOTAL RESPONDENTS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All employed | Full-time | Part-time | Not employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Hispanic origin* | | | | | | | | | | | | | | |
| Yes | 114 | 67 | 53 | 15 | 47 | 18 | 96 | 81 | — | 33 | 9 | 105 | 42 | 73 |
| | 4.5 | 4.1 | 3.9 | 5.2 | 5.3 | 5.3 | 4.4 | 3.8 | — | 38.0 | 4.0 | 4.6 | 4.3 | 4.7 |
| No | 2388 | 1557 | 1289 | 268 | 830 | 322 | 2066 | 2068 | 253 | 53 | 221 | 2167 | 932 | 1457 |
| | 94.5 | 95.4 | 95.6 | 94.8 | 92.8 | 93.8 | 94.6 | 95.9 | 97.7 | 60.8 | 94.6 | 94.5 | 95.1 | 94.1 |
| Don't know/refused | 24 | 7 | 7 | — | 17 | 3 | 21 | 8 | 6 | 1 | 3 | 21 | 6 | 18 |
| | 1.0 | 0.4 | 0.5 | — | 1.9 | 0.9 | 1.0 | 0.4 | 2.3 | 1.2 | 1.3 | 0.9 | 0.6 | 1.2 |

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.D3 WHAT IS YOUR RACE
BASED ON TOTAL RESPONDENTS

| | | Gender | | Age | | | | | Education | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Male | Female | 18-25 Years | 26-40 Years | 41-55 Years | 56-65 Years | 66 + Years | Less Than H.S. | H.S. Grad. | Post H.S. Voc. | Comm. Coll. | Some 4 Yr. Coll. | Coll. Grad. |
| Total respondents | 1046 | 471 | 575 | 257 | 328 | 230 | 114 | 105 | 75 | 261 | 88 | 142 | 211 | 266 |
| Weighted base | 2527 | 1202 | 1325 | 414 | 836 | 568 | 332 | 346 | 364 | 753 | 269 | 231 | 355 | 550 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Race* | | | | | | | | | | | | | | |
| White | 2157 | 1029 | 1128 | 327 | 713 | 487 | 313 | 294 | 284 | 663 | 221 | 203 | 289 | 494 |
| | 85.4 | 85.6 | 85.2 | 79.0 | 85.3 | 85.7 | 94.4 | 84.8 | 78.0 | 88.1 | 82.2 | 88.1 | 81.5 | 89.9 |
| African-American | 259 | 115 | 144 | 49 | 87 | 66 | 9 | 49 | 60 | 74 | 37 | 16 | 44 | 29 |
| | 10.3 | 9.6 | 10.8 | 11.7 | 10.4 | 11.6 | 2.6 | 14.2 | 16.6 | 9.8 | 13.7 | 6.8 | 12.4 | 5.2 |
| Native American | 20 | 13 | 7 | 5 | 12 | — | 1 | 1 | 3 | 4 | 3 | 1 | 3 | 5 |
| | 0.8 | 1.1 | 0.5 | 1.2 | 1.5 | — | 0.4 | 0.4 | 0.9 | 0.5 | 1.2 | 0.4 | 0.9 | 1.0 |
| Hispanic | 37 | 13 | 24 | 6 | 18 | 8 | 4 | — | 9 | 9 | 4 | 5 | 3 | 6 |
| | 1.5 | 1.1 | 1.8 | 1.4 | 2.1 | 1.3 | 1.1 | — | 2.6 | 1.2 | 1.6 | 2.4 | 0.8 | 1.1 |
| Asian | 23 | 15 | 8 | 13 | 7 | 1 | 1 | — | — | 1 | 1 | 2 | 9 | 10 |
| | 0.9 | 1.2 | 0.6 | 3.2 | 0.8 | 0.2 | 0.3 | — | — | 0.1 | 0.4 | 0.9 | 2.5 | 1.9 |
| Some other race | 6 | 1 | 5 | 5 | — | — | 1 | — | 5 | 1 | — | — | — | — |
| | 0.2 | 0.1 | 0.4 | 1.2 | — | — | 0.3 | — | 1.4 | 0.1 | — | — | — | — |
| Don't know/refused | 24 | 16 | 8 | 9 | — | 7 | 3 | 2 | 2 | 1 | 3 | 3 | 7 | 5 |
| | 1.0 | 1.3 | 0.6 | 2.2 | — | 1.2 | 0.9 | 0.6 | 0.6 | 0.2 | 1.0 | 1.4 | 1.8 | 0.9 |

THE GALLUP ORGANIZATION, INC.
PRINCETON, NEW JERSEY—OCTOBER 1993

Q.D3 WHAT IS YOUR RACE
BASED ON TOTAL RESPONDENTS

| | | Employment status | | | | Student | | Race | | | Needed job help | | Visited counselor/ career development person | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | All employed | Full-time | Part-time | Not employed | Yes | No | White | Black | Other | Yes | No | Yes | No |
| Total respondents | 1046 | 713 | 564 | 149 | 332 | 193 | 853 | 888 | 91 | 58 | 113 | 933 | 476 | 570 |
| Weighted base | 2527 | 1631 | 1349 | 282 | 894 | 343 | 2183 | 2157 | 259 | 86 | 234 | 2293 | 980 | 1547 |
| | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| *Race* | | | | | | | | | | | | | | |
| White | 2157 | 1441 | 1199 | 242 | 715 | 248 | 1909 | 2157 | — | — | 173 | 1984 | 823 | 1335 |
| | 85.4 | 88.3 | 88.9 | 85.6 | 80.0 | 72.2 | 87.4 | 100.0 | — | — | 74.2 | 86.5 | 84.0 | 86.3 |
| African-American | 259 | 126 | 104 | 22 | 133 | 61 | 198 | — | 259 | — | 45 | 214 | 97 | 162 |
| | 10.3 | 7.7 | 7.7 | 7.8 | 14.9 | 17.8 | 9.1 | — | 100.0 | — | 19.4 | 9.3 | 9.9 | 10.5 |
| Native American | 20 | 16 | 11 | 5 | 4 | 7 | 13 | — | — | 20 | 2 | 18 | 11 | 9 |
| | 0.8 | 1.0 | 0.9 | 1.7 | 0.4 | 1.9 | 0.6 | — | — | 23.1 | 0.9 | 0.8 | 1.2 | 0.6 |
| Hispanic | 37 | 17 | 14 | 3 | 20 | 10 | 27 | — | — | 37 | 2 | 35 | 15 | 22 |
| | 1.5 | 1.0 | 1.0 | 1.2 | 2.3 | 2.9 | 1.3 | — | — | 43.0 | 0.9 | 1.5 | 1.6 | 1.4 |
| Asian | 23 | 16 | 12 | 4 | 7 | 9 | 14 | — | — | 23 | 4 | 19 | 12 | 11 |
| | 0.9 | 1.0 | 0.9 | 1.6 | 0.8 | 2.6 | 0.7 | — | — | 26.9 | 1.9 | 0.8 | 1.2 | 0.7 |
| Some other race | 6 | 1 | 1 | — | 5 | — | 6 | — | — | 6 | — | 6 | 5 | 1 |
| | 0.2 | 0.1 | 0.1 | — | 0.6 | — | 0.3 | — | — | 6.9 | — | 0.3 | 0.5 | 0.1 |
| Don't know/refused | 24 | 14 | 8 | 6 | 10 | 9 | 15 | — | — | — | 6 | 18 | 16 | 9 |
| | 1.0 | 0.9 | 0.6 | 2.1 | 1.1 | 2.7 | 0.7 | — | — | — | 2.7 | 0.8 | 1.6 | 0.6 |

## Resource Order Form

**Order by Fax**
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PO Orders Only

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Crestar Bank
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I certify that I am an NCDA member Yes ☐ No ☐ My Membership number is ________________ (*Required for purchase as member*)

| Order # | Title | Quantity | Member Price | Regular Price | Total |
|---|---|---|---|---|---|
| 72411 | A Counselor's Guide to Career Assessment Instruments, 3rd Ed. | | 40.00 | 50.00 | |
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| 72224 | Career Needs in a Diverse Workforce: Implications of the NCDA Gallup Survey | | 4.00 | 6.00 | |
| 72653 | Adult Career Development: Concepts, Issues and Practices, 2nd Ed. | | 27.00 | 36.00 | |
| 72201 | The Professional Practice of Career Counseling and Consultation, 2nd Ed. | | 7.00 | 9.00 | |
| 72225 | Career Literature, Software and Video Review Guidelines | | 12.00 | 15.00 | |
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| 72206 | Directory of Career Development Programs in Counselor Education | | 25.00 | 35.00 | |

Subtotal ________________
VA residents add 4.5% sales tax ________________
$4.00 Shipping/handling for first $40.00 ________________
10% of total price Shipping/handling after first $40.00 ________________
TOTAL ________________

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________________
City ________________
State ________ Zip ________
**Ship to**
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Address ________________
City ________________
State ________ Zip ________

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**Payment Enclosed** (no cash or foreign checks)
$________
**Official Institution P.O. Attached** ________